

Child Welfare Magazine

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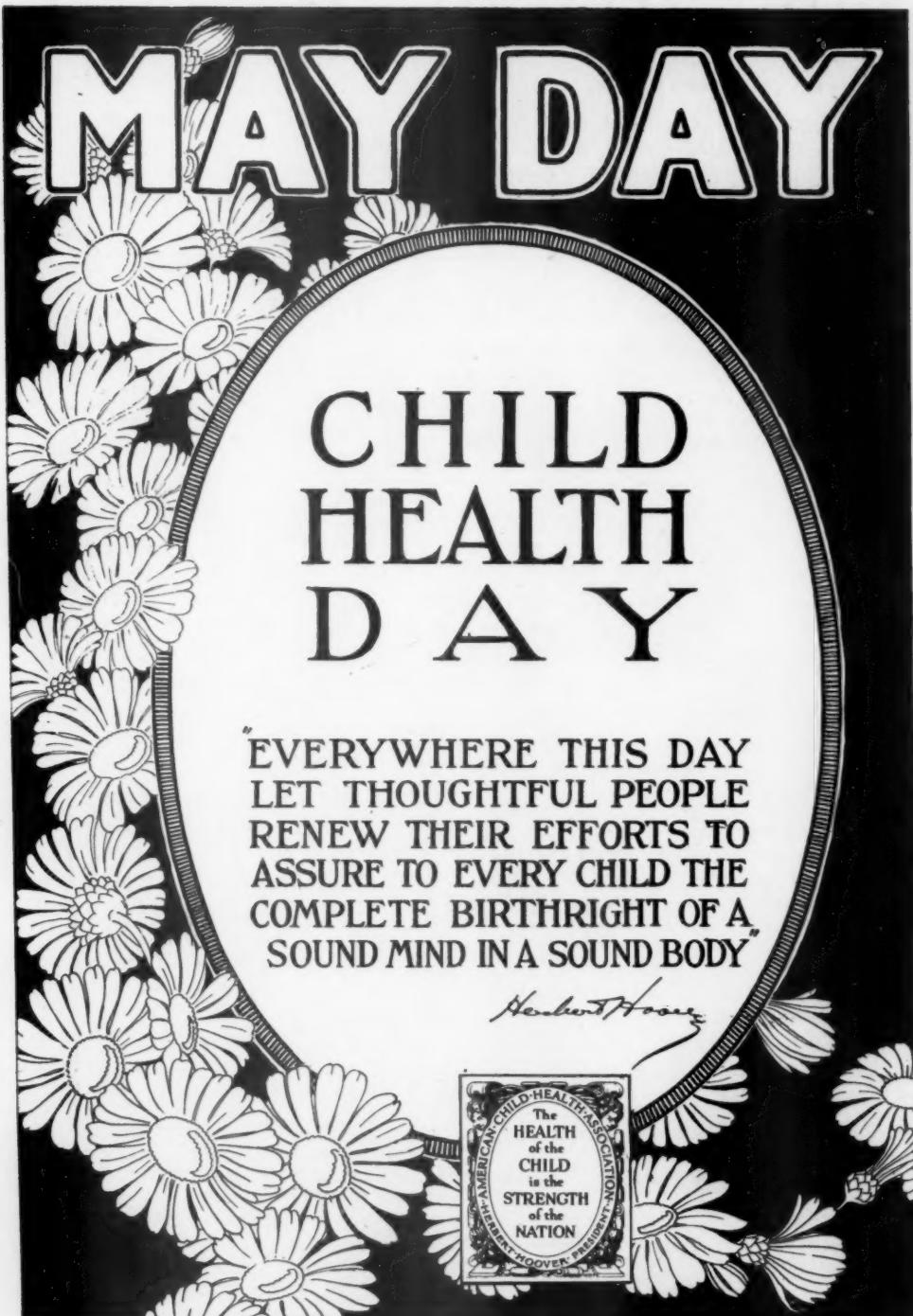
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This is the Opening Day of Our Health Campaign
Have you registered in the National Congress of Parents and Teachers for
The Summer Round-Up of the Children?

The Importance of Education for Home Life

BY HERBERT HOOVER

As CHAIRMAN of the "Better Homes" movement, it seems appropriate for me to say a word on this subject.

We all recognize the worth of a well-ordered home life, where each member strives to do his share, and where each respects the others' personality. In such homes we see a proving ground for character and the display of qualities which we hold highest. Today, despite some discouragements, I believe that we are making real progress toward an ideal which rests more upon mutual understanding, and upon voluntary self-discipline. But, like almost everything else worth striving for, a well ordered home life requires of us not only that we have a good heart, but that we use our minds and our hands as well. There is thus a broad field in which our schools can contribute.

All good parents want their children to be healthy in body and mind, and noble in spirit. But faulty theories or failure in honest efforts to observe and understand may impair the physique or stunt the mind of a child. Wise parents do their utmost to learn how best to feed and care for children, and protect them from disease, to understand the growth of their minds, to nurture their spiritual life, and to know when they need to be guided by discipline, and when they should be given free rein.

A well built, attractive house, with the right kind of surroundings, is an excellent start toward a finer home life. The whole technique of good household management, with its thousands of big and little problems, and wise family financing, plays an essential part. Underlying all there is the need for a sound sense of values, constantly applied and developed in deciding what is worth while and what may well be given up in order to attain it. What sacrifices are justified in order to put the children through high school or college? Is too much spent for passing pleasures and too little on items that help to build character or increase permanently one's capacity to enjoy life? Such questions must be answered—or they answer themselves through frittering away of time and funds.

At one point or another, schools can help and are helping the coming generation in all these directions. Courses in domestic science are aiding the girls of today to become proficient home makers of tomorrow; manual training is teaching boys the value of sound construction and how to care for and repair the home; still other courses throw light on the value of family budgeting, and the problems of home financing.

Beyond the strictly practical side of such instruction, the school can help children to see home problems in a right perspective, and to develop their resourcefulness and ability to keep abreast of the times. It can do much to build up respect for the value of well ordered home life and instill a sense of the tremendous importance of the home and family to the nation. We need a more general understanding of the part which the home and family play in the constructive development of our social, economic and political life.

The school program as a whole bears more or less directly on the problems of home life; it helps the child to develop his sense of values and to build his whole life on a sound foundation.

Studies based primarily upon problems of the home are rightly becoming more common in our schools, and the co-operation between them and the "Better Homes in America" movement throughout the country has proved most constructive.



Books for everybody, young and old, and for every part of the county, are provided by the county library. Perhaps they are distributed by book automobile, as at Greenville, S. C. Perhaps instead, the librarian drives a small car with packages of books on the running board, as at Fort Wayne, Indiana. But county library books get there some how. And more than two hundred and fifty counties are giving this educational service. If you cannot begin with the library van, a Ford is a good starter and the truck may follow where the run-about has opened the way, and has sold to the county the idea of good books for everybody.



Parenthood Training

BY ERNEST R. AND GLADYS H. GROVES

Why Parenthood Training?

IT WAS a wise man who said there is nothing new under the sun. Even parenthood training is not new, for always in some form effort has been made to help parents train their children successfully for the life that faced them. Even in the savage tribe we find something similar to parenthood instruction. In our colonial era an impressive proportion of the sermons delivered in the churches had to do with family matters and the obligations and opportunities of parents.

Our parenthood instruction is new only in its form. In recent years we have learned much about child care and the needs of children. We also have come to realize that the difficulties children meet in their behavior have enormously increased because of the social life we adults have helped to make so complicated. The need of special information useful to parents, gathered from wide experience, has become urgent, and various efforts have been made by conferences, books, magazine articles, and courses of study to meet the need felt by thoughtful parents everywhere for practical help.

The first problems to attract attention were those regarding the feeding and physical care of infants. The value of this wide interest in the physical needs of little children soon showed itself in the decreasing death rate of infants. Even in the unfavorable areas of city slums successful efforts to assist mothers in giving their children a proper diet and good care brought the death rate lower than in many rural sections where, in spite of better circumstances, lack of knowledge led to practices that we now know were not good.

Man does not live by bread alone and the child's problems are not settled when we provide him with pure milk. The child is growing in personality and character, as well as body, and he needs from

his parents the best possible treatment and guidance. No part of his life has so great a possibility for evil or good as his childhood, and he is at the mercy of those older people in whose hands his destiny is so largely placed. Information does not create interest in indifferent parents who shirk all possible responsibilities nor does it replace affection, but knowledge of children and their problems is surely as important as that which deals with the keeping of bees or the raising of poultry or the cultivation of cotton.

We have information of value about children, not all we want nor all we shall have, but enough to help the conscientious parent. No parent was born so wise or is so fortunate in family advisers that she or he does not need this information. The parenthood training idea is merely the finding of effective ways to bring together this information and this need.

Parenthood instruction has come because parents desire it and in every section of the country their demand for practical help has been insistent and is increasing. Influenced by common perplexities and realizing the importance of their treatment of the child in his first years, they are seeking ways of pooling their interests and learning both from the experiences of other parents and the study of the scientist how to give their children the best possible foundation for a successful life.

The How of Parenthood Training

The question how parenthood training may best be carried on can only be answered from experience. At present we have many sorts of experiment from which eventually will come information as to how this particular type of instruction is to be made most profitable. Much of the present effort is directed toward developing and increasing the interest in preparation for

parenthood obligations. This is necessarily the first step in the building of a program. Already enough interest has been created to require an increasing attention to the technique of parenthood education. The effort to teach parents has of course much in common with every other form of instruction, but there is also a uniqueness that makes parenthood training stand by itself.

There are in practice three types of teaching method, each of which has advantages and limitations. One method is the giving of lectures by competent specialists to groups of parents. Although a gratifying number of fathers are present when these lectures are carried on in the evening, the audiences are composed predominantly of women. Many of these are not mothers, but are social workers, teachers and individuals interested in problems of childhood. In order to finance these lecture groups undue effort is frequently given to making the presentation popular and widely interesting. This limits the choice of speakers and in some degree influences the treatment, so that it is not of the value it would be if there were no need of giving heed to the manner of the discussion. The lecturer also has to follow, to a great extent, a hit-or-miss method both in the choice of his material and the manner of handling it. It proves an advantage to have questions and discussion at the end of the lecture, but this does not entirely keep the development of thought close to the needs of the hearers.

When a course of lectures is given by several speakers, there is often much overlapping and apparent contradiction, although these differences are generally minor and seem great only through the exaggeration of persons unfamiliar with the subject. The most profitable type of lecture course is that in which a series is given by one specialist who from considerable experience knows how to come close to the average needs of present day fathers and mothers. It proves a decided advantage to have the listeners read as extensively as possible in a well-selected list of books and

articles. To get the greatest good from such a lecture course there is also need of conferences, in which the more private and specific questions can be asked.

A second method of parenthood instruction is by means of a study class. This yields more practical value, once interest has been created, than the lecture course. The use of several texts is desirable, and since they are relatively inexpensive, no study class should be satisfied to base its work upon any one book. To get the greatest good from a study class there should also be from twenty to thirty books of reference constantly circulating among the members of the class.

Such a study class should steer away from the lecture method and should depend upon discussion, with the person in charge of the class merely the leader. The members need to feel not only that they are getting information to help them with their task as parents, but also that they are from time to time giving from their own experience. This policy of discussion leads at times to trivial observations and sometimes to comments that are not pertinent to the matter under consideration, but this weakness of the discussion method is more than offset by the appeal it makes and the thought it invokes.

It often proves wise to have the popular lecture course, planned to pioneer and develop interest, supplemented by study classes that undertake a more serious and specific investigation. It is of the greatest importance that the membership in the study class be restricted so far as possible to those who are genuinely interested and willing to make the sacrifices necessary to attend the classes and do the necessary reading. As in all class discussions the leader has a large responsibility to check the self-assertive who are tempted to talk too much and to encourage the more timid who often can contribute helpfully if once they put aside their self-consciousness.

Another method of parenthood instruction which has only started is by correspondence. It is obvious that this has its limitations, but for parents living in remote places and for those well-prepared to carry on by themselves serious study, instruction

by correspondence has a large place of usefulness. Without question it provides the most economical way of getting information for those who do not require the stimulus of a group but do need guidance by someone familiar with the literature of the subject. For the country parent who has little opportunity to attend lectures or join special classes the correspondence course provides the only opportunity for serious, well-directed study of parenthood problems. For the teacher, the school administrator and the minister in village and rural communities, the correspondence course has much to offer as a means of adding professional equipment.

The most promising development in parenthood instruction is the giving of preparation either before parenthood occurs or in its earlier period. There are in our universities and normal schools and in some of our churches many different sorts of courses designed to give pre-marriage and pre-parenthood instruction. There never was a time when so many young people were anxious to avail themselves of such information. The content and manner of development of these courses show great variation, but they all aim to be practical in meeting the needs of those who are interested. It is being demonstrated that this sort of instruction can be made to function in life. As a result of such courses, those electing the work have developed interest which continues through life, so that from former members of the class the instructor gathers knowledge as to what information needs to be given in these courses and how it can be obtained. Without wishing to exaggerate the value of pre-marriage and pre-parenthood instruction, it may safely be said that nothing learned at college can yield more substantial profit to the student.

The University is a natural place to start preparation for parenthood. But society has a right to demand that this instruction be not confined to the favored few who have the opportunity of an extensive education. There are already attempts to bring to the high school the same

sort of information that in a more mature and complete form appears in college courses. There are inherent and peculiar difficulties in developing this type of instruction in the high school. Experience alone will disclose just how far this sort of study can be incorporated in secondary education.

Here and there we have churches that are holding special classes in preparation for marriage and to a lesser extent for parenthood. It may be that this will develop until it becomes a major element in the program of our efficient churches. Nothing prevents the community itself from providing pre-marriage and pre-parenthood instruction by some form of night school. Such a suggestion at present appears premature, but if parenthood training can be made to demonstrate the value it has for family life, it may in time be taken as a matter of course in the program of adult education.

What Parenthood Training Does

The child cannot escape from an adult-made world. No matter how great his powers he can use them only within the field opened to him by mature authorities. However weak he may be, his efforts to make up his shortcomings are held to the lines of outlet permitted by his parents and other elders. Since grown people easily fall into the way of thinking only of their own wants in determining the practical make-up of social life, the half-grown child is liable to be forced to fit himself to circumstances that can only twist his capacities and make of him a misshapen personality. If it is to mold itself in a form that will make possible the wholesome development of its oncoming members, society can do no better than take to itself the lessons of parenthood training, that it may see in what direction it is going, instead of blindly rushing on its way.

The father and mother who wholeheartedly try to get an education in parenthood are benefitting themselves, even while working for the sake of their children. Not twiddling with theories whose first hand meaning in their daily lives hides under

generalities, nor scratching so hard at reality as to get its significance out of focus, they must repeatedly compare large principles of activity to the tiny facets of individual behavior under their eyes. Finding what they are looking for often enough to give them the satisfaction of understanding unformed human conduct, they meet always the unexpected which carries the thrill of adventure and prevents their forming set ways of regarding the child with which they are concerned. Whether they have had much or little formal education, they enter a realm of science that captures their interest because of its closeness to their personal selves. The awful miracle of their own parenthood makes them ready to take seriously the problems of life as they see them. This terrific motive power can even impel parents to develop a scientific attitude toward their new responsibility.

Nothing could be better for the child.

When parents cease to look at him through the mists of sentimentality and can bear to see him as he is—a struggling young human wanting to stand on his own feet and do things for himself—much of his handicap is gone. Not the mother who wants to be all things to her child and sacrifices herself eagerly to gratify his smallest wishes, nor yet the father who thinks of his offspring only as a means of satisfying his own vanity at no cost in terms of the investment of himself, but one who checks up on his or her own emotional outpouring toward the child, so as to know when to divert a stream of feeling that threatens to smother the child's individuality—this is the parent that has acquired the knack of learning from the child, and is therefore able to continue his own growth while at the same time adding to society's store of knowledge regarding child life.



Fathers Are Parents Too

MEN are parents too, in the opinion of Mr. A. S. Rollins of Charleston, S. C., even though he admits it takes a brave man to travel all the way across the continent to attend the National Convention of Parents and Teachers in California. But Mr. Rollins went with his wife and son, and he has some very definite ideas about the fathers' place in parent-teacher work.

In the first place they are overlooking a very serious duty by not taking more active part in it. It is a responsibility they have no right to shirk, he says. Children should not be permitted to grow up with only the mother as disciplinarian and guide. Father should contribute happily his viewpoint and judgment; and now that the schools are taking over more and more responsibility in the bringing up of the child, the father should know more about the schools. "It isn't that men are afraid to come," he says, "but they feel just a little bit timid. Women got the jump on us by coming to these meetings in great numbers at the start. But that's no excuse for holding back any longer. We have a definite responsibility as fathers, and should watch the education of our children just as closely as the mothers and teachers."

A prominent authority said several years ago that the day of the strictly woman's organization had passed; that the effectual organization of this day is that which combines the viewpoint of both men and women. The most favorable sign of the permanence of parent-teacher work is the increasing interest of the men as evidenced by their growing attendance at the conventions and conferences.



As May Day fell in Better Homes Week last year, all of the local Better Homes committees specially observed it with pageants and programs dealing with child health and child welfare in the home. Several hundred school girls of Santa Barbara, California, participated in the Children's May Festival specially arranged for the Better Homes program by the Community Arts Association.

The Teacher's Part

BY ELLA LYMAN CABOT

JOHN JAY CHAPMAN in his stimulating and startling way remarks that "a good teacher is like a jailer, with this difference, that his aim is not to keep persons in, but to let them out of prison. The students are constantly fastening the bolts and pulling down the shutters on themselves, while the master endeavors to show them how to avoid doing this."

Mr. Chapman is surely right that opening windows and doors to let children out is the work of all teachers who enjoy their subject, but more and more, teachers think of their work as not only opening windows to the best that the world has found in education, but taking off from children the fetters of an undisciplined character so that when bolts are out and the shutters open, students can run and not stumble in unbroken chains. It is needlessly difficult to climb Mt. Everest with shackles, or to row with a tangle of seaweed on your oars. Faults are like shackles. They tangle and trip one. Teachers want to take them off.

So, as I tell my students, the teacher is the voice of their future self. That voice is their greatest want calling to their temporary wish. They are as if lingering, picking blueberries part way up the hill, and he calls, "Come up here! There's a magnificent view from the top that I know you

don't want to miss." He delights in what he sees and is sure that they will also. Sometimes there is a tone of more anxiety: "If you don't come soon, it will be too dark to see, even too dark to find the way home." We all want finally to go home, and the home of our desire, our goal, is not easily found without education. My old carpenter looks quite wistful as he tells me how he wishes he had kept on studying to be an architect ("artsheteck," he calls it). It must be so wonderful. "Why, the architect sees the whole plan of a house right in his mind. If only I had been more ambitious as a boy! But now it is too late."

"You see," writes Mr. Chapman, whose words are too much to the point not to quote again, "education is merely the attempt to prevent the youth from missing his birthright—to prevent him from going by his destination in the night, while he holds a ticket for the great festival in his sleeping hands."

How exhilarating it is, then, to be a teacher, to wake up sleepy children who without you might miss their fairyland and their feast. What matters it if when they are first waked they are sometimes irritable, or rub their eyes and turn once more over on the pillow. Rouse them, if need be,

again and again. Mr. Chapman used the simile of a sleeping child, but as a matter of fact the best part of the situation is that little children are usually not sleepy. They wake parents and teachers alike by their eager appeals.

At dawn in April I hear a chorus of robins, catbirds, and song sparrows. At half-past ten I hear on the opposite hillside a chorus of children's laughter and glee. Each time it surprises me as bursting out of silence, the unadulterated joyfulness of children leaping out of school for recess. At eleven all is silent again; the birds and the children are busy, but I do not forget to thank the Lord for the unreasoned overflow of each—his daily proclamation that to the spontaneous spirit the world is good, delicious, enchanting, and so to be laughed over.

With his object in life to give the best that the world has found to the liveliest inhabitants of this planet, the teacher certainly has a chance equalled by few others. How, then, to become a temptation to right doing? When do pupils gain most from an instructor? I can here speak only of two necessities in teaching.

The first is enthusiasm—heat transferred to the whole room through whatever subject is taught, heat that will be not a papery inspiration to flare up and die out, but heat that glows and warms like dependable coal. With a few perfectly real exceptions it is the *ardent* teacher who is remembered. Among much loved teachers no longer living you hear, at Harvard, of Professor James in psychology, at California of Professor LeConte in geology, at Oxford of Professor Walter Raleigh in English. They warmed their subject by their own vitality. There is now teaching at Harvard College a professor who frequently gives so enthusiastic an account of some book not prescribed for the course that his students race to the library after class, even at their lunch hour, to get the book out first. He has enthusiasm and conveys it. This power is in part a native

One of the teacher's primary functions is to unfetter the minds of his pupils.

There is always a chance to make much of people or to belittle them.

quality in great teachers, but it can be increased by training and by more knowledge. But back of, or rather at the instant of, enthusiasm one must look to see that the

class is getting in what you are giving, and this means understanding the absent-minded, the discouraged, and the wickedly-inclined.

In spite of that well-trained air of the listener which they assume, the absent-minded are present in almost every older class. Where are the thoughts of the boys and girls who sit so passively in rows before us? If you should shout, "Where are you at this moment?" and they were startled into answering truthfully, you would often find they had been dreaming of some one who is not the teacher and of some subject you are not teaching.

The following letter was found in a girl's notebook:

"DEAR POLLY,—I am writing on queer paper, but you see I am in class and the old lady is talking about Current Events. I am terribly bored. I never did care about reading anything in the newspapers except the comic sheet. Are you going to the Yale Game? Is Bob going to take you? . . . Well, now I've got to stop. I guess I'd better kid the teacher along a little and make her think I am interested. Your devoted Dorothy."

This charming girl was sunny, unscholarly, absent-minded, living in a much pleasanter realm of thought with Bob and Polly than if she had been forced into hearing about Levine and Mussolini. But even she, by the second term and when the substitute teacher was retired, waked to Mussolini and Levine. Perhaps a link was made with types of character. Was not Bob a leader much like Mussolini? Or she was going to Italy the next summer. Or somehow after many days, the interest in the teacher's voice was heard, and like a repeated melody the pupil learned the tune and began herself to sing the words to what at the beginning was just a foreign language written to an alien tune. Mys-

terious as is the process, we do learn the tune even in difficult subjects if we keep on listening.

"In all pedagogy," says William James, "the great thing is to strike the iron while hot, and to seize the wave of the pupil's interest in each successive subject before its ebb has come, so that knowledge may be got and a habit of skill acquired, a headway of interest, in short, secured, on which afterwards the individual may float."

The second essential for successful teaching is unique individual recognition of every member of the class. Each autumn I am surprised to find how even calling a student by name without looking at my printed list will wake his interest in the subject I am teaching. We need to be recognized as personalities rather than as pupils, patients, or prisoners. Knowing the face that goes with the name is a meagre beginning, but it is a clue. In every class there are apparently colorless individuals who look so like one another that it takes long to identify them. At the start it is a decided advantage for a boy to have a large nose or for a girl's head to flame with red hair. But when a dun-colored student hands in a faded paper it sometimes takes months to learn to know him or her.

Yet the colorless are usually those who most need a teacher or a friend—unhappy, lonely, or counted dull in class after class, or in our pathetic term, non-entities. To turn these non-entities into beings is literally life-giving. They seem to gain color just by the sunning process of recognition. There is always a chance to *make much* of people or to *belittle* them. I hate to see anyone shrivel under belittlement. It is like seeing a young face grow wizened, an opening flower droop, a fountain dry into a trickle. But to make much of people, what an exhilarating kind of horticulture—sun and needed shade, watering, cultivating, pruning, even transplanting, but always for the sake of making much of each personality entrusted to us.

"The quivering mind is very shy," says Angelo Patri, understandingly. "The slightest jolt, a dramatic note, a change of

tone, will send it scurrying behind the wall." You can't teach scurrying minds much of anything, and therefore the adequate teacher tries early and always to bring in happiness through recognition of the good in each child, and to drive away all fear.

It has been prophesied by an experienced college dean that all C men could be raised to B men, though few B men comparatively could be raised to A men. I find something of the same kind in teaching ethics, which to my students is a new and difficult discipline. Recognition as a real person and the removal of inhibiting fear often lift the standard of work a peg, and occasionally reveal buried talent. The born student will help himself, but there is need of helping the least scholarly. There is much stimulus, too, in so doing. It is like watching a seed sprout, for the almost invisible becomes visible. More and more as I teach I like to angle for those called dull. It is curiously hard not to be impatient with or slightly scornful of the dull. That rigorous law of the ten talents, "to him who hath shall be given," overmasters our magnanimity. The world indeed helps those who help themselves, but we, the teachers, must want equally to help those who do not know how to help themselves. That is the essence and the glory of teaching.

Suggestions for Programs

1. What qualities in a teacher are most respected by pupils?
2. In what ways can the teachers best learn to understand each individual in the class?
3. Does school work or do outside activities give the surest indication of character?
4. Should the aims of parents and teachers absolutely coincide? If not, wherein should they differ?
5. Can the so-called "dull" child become as interesting to a teacher as the brilliant one? If so, in what ways?
6. What experiences can you give of improvement of work or character due to sympathy from a teacher, or interest in a new subject in school?

Landscape Gardening

An Interest for Boys and Girls

BY LOUISA YEOMANS KING

TEN minutes after having the subject above assigned to me from Washington by Dr. James Ford, Executive Director of Better Homes in America, my mind ran back to a book I read a year ago, "Pleasures of Architecture," by C. and A. Ellis Williams—an English book, written on a delightful subject in a charmingly fresh and enthusiastic manner. In that book the writers suggested that children should be taught something of architecture and its principles in the primary schools; that this subject should not be allowed to lie till they are nearly grown; that they should study it as a part of their earlier training. Why should not children be taught, they ask, to look critically at houses, at churches, at public buildings, to look with the same degree of interest and waking intelligence that they do at other things that are about them? Children might thus learn to compare, to decide, to understand something of line and proportion as regards beauty in building. A very simple but effective means was proposed for turning children toward architecture. "Let the children," said these authors, "collect doorways." This meant that little cameras should be brought out, that doorways of houses should be looked for and should be studied with some one at hand to dis-

cuss them, that photographs or very simple sketches should be made of various types and preserved in albums.

MUCH impressed by this delightful suggestion, I tried it myself on a granddaughter of mine last summer. We were motoring from Boston to Westport Point near New Bedford one bright morning, and on our way to the sea, though the scattered houses grew less and less important, most of them bore traces of the fine substantial building of an older time, of the ingratiating lines of dwellings built under the Georges. Early in the journey I said, "Bettina, let us look at the entrance doorways of these houses. See how beautiful that one is with its nice proportion, its lovely tracery of wood in the fan-light, its good sidelights (if that is the proper name for the small panes flanking the door). Look at this one —how mean and poor it seems beside that other —how much too low is the door for the house-front, how uninteresting, with no glass either above or beside it—it doesn't seem to invite one to come in." Thus we spent a most agreeable two hours of driving, really *seeing* as we went along, and I think and hope, starting an interest in that small girl's mind which will be there to shut out any number of futile or dull topics later



A Simple Garden Effect Through Repetition of Design in Arches.

on in life. All this I owe to that little English book which I simply happened on in a publisher's list.

Now it is true that in order to interest a young mind in a matter of this sort it is necessary to be absorbingly interested in it oneself. One cannot force such things. It is enthusiasm that is the great means of communication—better than any wireless, better than any radio, better than anything mechanical—for enthusiasm is a matter of spirit speaking to spirit, and there is nothing higher. I am not a teacher; I have never taught in the accepted sense of the word; but when this child responded joyfully and wholeheartedly to what I was trying to point out to her, I had all the satisfying feeling that must come often to the able and interested teacher—that what I was trying to do was worth while.

If this could be done with doorways, with an infinitesimal part of the great field of architecture, why can it not be done, too, with landscape architecture, the companion of the other profession? To be sure, it again presupposes on the part of the teacher or companion of the boy or girl a knowledge of and a love for the subject. Almost every young person is ready to reason things out. It would be equally interesting to teacher and pupil to visit together a garden—finely designed and well planted; for the teacher to explain that this garden could not have its present lovely appearance unless some of the great principles of proportion, of line, of green space, of flower-planting for color and form, of restraint and suitability in garden ornament, had been observed. I have often heard in gardens the eager exclamation, "Oh, look at that doorway, that gate in the hedge—let us see where that leads!" And this from people no longer children. How

"Children should be taught something of architecture and its principles in the primary schools."

The good teacher must be an enthusiast himself.

On your walks and rides try teaching your own child about the architecture and landscape gardening you see.

Have the children make photographs and drawings of beautiful bits of architecture and landscape gardening.

most fascinating game—one which leaves something worth keeping in the mind forever. No foolish or trivial game does that.

Now why should children not "collect" gardens? Why should they not be asked to write their impressions of gardens they see, to draw elementary plans of the gardens, to say why they think the gardens good or bad? Today many mothers and some fathers (I wish there were more of the latter) are taking a hand at gardening. They can aid and abet by their example the precepts which interested teachers are trying to put into their child's mind. Who knows what geniuses may arise in America in landscape architecture, that profession which Maurice Hewlett somewhere designates as next to music the divinest of the arts? Who knows what budding artist in nature may not now be bending over his first books in our schools, drinking his first sips of beauty from some lovely gateway, some charming and well-planted bit of ground by which he passes on his way to school each day? All the fine things now being done in this country will have their influence on young minds. Coveting beauty—the kind of coveting that means emulation—is a fine and stimulating thing, and nowhere is it more desirable than in out-of-doors art. Nowadays no little house is built whose roof-line is really picturesque, whose whole mass is nice in proportion, whose green setting is well composed, whose foreground is sufficient for

the seeing of it as a picture, whose background adds dignity to the whole, but that a great and lasting impression is made upon most of those who see it. The sooner the means by which such delightful results are obtained are taught everywhere to children and young people, the greater will be the enjoyment of such things, the more interesting will our country become, and the sooner shall we get rid of some of the terrible ugliness and monotones which now make certain cities and regions unbearable.



A prize winner in the Small House and Garden Competition conducted in 1927 by the Better Homes Committee of Santa Barbara, California. A perfect example of blending foliage with architecture.



Classes at the Cleveland Convention

PUBLICITY—Mrs. Laura Underhill Kohn, Leader.

4.30 Monday, April 30, 1928. How to "Know Your Stock." "Inside" publicity.
 to Tuesday, May 1, 1928. Publicity for P.-T. A. Meetings.
 5.30 Thursday, May 3, 1928. Convention and Conference Publicity Work.
 Friday, May 4, 1928. Publicity Problems. Question Box.

PARLIAMENTARY LAW—Mrs. William Anderson, Leader.

4.30 Monday, April 30, 1928. How to Conduct a Meeting.
 to Tuesday, May 1, 1928. Motions and Amendments.
 5.30 Thursday, May 3, 1928. Committees, Their Reports and Chairmen.
 Friday, May 4, 1928. Elections. Question Box.

THE PARENT-TEACHER ASSOCIATION—Mrs. J. E. Hayes, Mrs. Charles E. Roe Leaders.

4.30 Monday, April 30, 1928. Programs and How to Make Them.
 to Tuesday, May 1, 1928. The Art of Presiding.
 5.30 Thursday, May 3, 1928. Public Speaking.
 Friday, May 4, 1928. Leadership. Question Box.

PAGEANTRY AND DRAMATICS—Mrs. Elizabeth Hines Hanley, Leader.

4.30 Tuesday, May 1, 1928. Expression through Dramatization.
 to Thursday, May 3, 1928. How to Produce Plays and Pageants.
 5.30 Friday, May 4, 1928. Costumes, Lighting and Scenery.

SONG AND RECREATION LEADERSHIP—Mr. Russell V. Morgan, Mr. John Martin. Leaders.

4.30 Monday, April 30, 1928. How to Make People Sing.
 to Tuesday, May 1, 1928. Leadership in Play.
 5.30 Thursday, May 3, 1928. Recreation in Meetings.
 Friday, May 4, 1928. Playing to Music.

The Matter-of-Fact Child

BY JANE ELLIS JOY

THE imaginative child is so much in the limelight that its happy characteristics have almost come to stand for the normal. Not all children, however, are equally endowed with imagination. There is the matter-of-fact little one in whose brain scarcely any current of poetry runs. Quiet, and to the casual observer rather uninteresting, the matter-of-fact child is likely to pass unnoticed and misunderstood, until with years it develops some surprising qualities.

In early years the matter-of-fact child will need less looking after than the imaginative one. It will be more obedient for the obvious reason that it will not be drawn away from what it has been told to do by spontaneously-born fancies. For the same reason its word will be more reliable. It will not invent impossible stories, but will stick to fact.

Ordinary child mischief will have small attractions for the little men or women. They will not tease mother for a bed-time story, or indeed for any kind of a story. Without a tremor of fear they go to bed in the dark. If not interfered with, they begin early to do useful little stunts about the house. They are great sticklers for order and system—exponents of efficiency in their small way.

Accepting the theory of the inherent goodness of such a child, the mother is naturally inclined to give less attention to its moral training than she would if it were of a different type. Her error lies in not understanding that the serious little one will have temptations peculiar to itself. Lacking imagination, its mind develops out of proportion. There is danger of the



Courtesy Iowa Research Station

child's nature growing narrow and hard as it comes to base values on utility only. Many such children become critical at an early age and unlovely in their self-conceit. There is danger that coarser feelings may preempt the ground of finer ones.

A matter-of-fact boy of ten was showing a grown-up guest some objects in his room when the visitor remarked about a book of fairy stories that children of his age usually read with interest and pleasure. The boy swept a contemptuous glance at the volume as he said with a superior air, "I have no use for books like that."

"Don't those stories interest you at all?" he was asked.

"No; they're not true. Nobody who has any sense believes in fairies. I study history in school; and I can do complex fractions!"

Generally this type of young person is reticent and reserved, so that often he is in his teens before the mother or teacher understands the things in his mental make-up that hinder spiritual development. One of these things is a lack of reverence. Statements about duty and the moral life are intellectually grasped and memorized, but the vital substance which appeals to the emotions touches no responsive chord. It is said that Nature has a sound for every emotion. Melody will often touch the heart when the spoken word would fail of effect. Beautiful natural objects, flowers, landscapes and pictures, as well as music, appeal to the emotions of children. Won-

der-stories, fables and animal stories have their use in expanding a child's mind and widening its sympathies. Properly used they become the vehicles for emphasizing spiritual truths. If the boy referred to, who despised fairy stories, had been made acquainted with them earlier, he might have regarded them differently.

Anticipating the child's future, it is well for parents to understand that life for the

unemotional, matter-of-fact person is harder than it is for one having a lively imagination in adult years. The former will have a smaller following, fewer friends, and consequently his chances for success will be more limited.

Answering the serious questions that children ask, the mother will have opportunities to learn if her child is in danger of falling on the stumbling block of fact.

Books for Better Homes

NOTE.—As this important issue, made possible through the interest of one of our co-operating agencies, Better Homes in America, contains program and study material of permanent value, a bibliography has been compiled to aid our readers in further study during the summer.—EDITOR.

LANDSCAPE GARDENING FOR BOYS AND GIRLS

The Little Garden. By Mrs. Francis King.

Variety in the Little Garden. By Mrs. Francis King.

The Little Garden for Little Money. By Kate Brewster.

Peonies in the Little Garden. By Mrs. Edward Harding.

Design in the Little Garden. By Fletcher Steele.

Roses in the Little Garden. By G. A. Stevens.

The Little Kitchen Garden. By Dorothy Giles.

Iris in the Little Garden. By Ella P. McKinney.

Spring in the Little Garden. By Frances Earl McIlvaine. Each volume of the Little Garden Series \$1.75. The Atlantic Monthly Bookshop, 8 Arlington Street, Boston.

TEACHING ART TO CHILDREN

Art in Everyday Life. By Harriet and Vetta Goldstein. New York: The Macmillan Company.

Everyday Art. Ami Mali Hicks. New York: E. P. Dutton & Company.

Color Schemes for the Home and Model Interiors. H. W. Frohne and A. F. B. Jackson. Philadelphia: J. B. Lippincott Company.

The Practical Book of Learning Decoration and Furniture. Edward Stratton Halloway. Philadelphia: J. B. Lippincott Company.

HOME AND COMMUNITY

Civic Science in Home and Community. By George Hunter, Walter Whitman and Elmer Herold. New York: American Book Co.

Home and Community Hygiene. By Jean Brodhurst. Philadelphia: J. B. Lippincott Company.

Chemistry Applied to Problems of Home and Community. Pauline G. Beery. Philadelphia: J. B. Lippincott Company.

Teaching Family and Community Relationships. *Journal of Home Economics*, November, 1927.

AN APPETITE FOR GREAT BOOKS

A Century of Children's Books. By Florence V. Barry. New York: Geo. H. Doran Co.

Home Reading Courses. Washington, D. C.: U. S. Bureau of Education.

Children's Reading—A Guide to Parents and Teachers. Lewis Terman and Margaret Lima. New York: D. Appleton & Company.

Winnetka Graded Book List. Carleton Washburne and Mabel Vogel. Chicago: American Library Association.

PARENTHOOD TRAINING

The Drifting Home. Ernest Groves. New York: Houghton Mifflin Company.

Concerning Parents—A Symposium in Present Day Parenthood. New York: New Republic.

Wholesome Childhood. Ernest R. and Gladys H. Groves. New York: Houghton Mifflin Co.

SCHOOL AND HOME

Household Carpentry. L. M. Roehl. New York: The Macmillan Company

Reconstruction of Industrial Arts Courses. By David Snedden and William E. Warner. New York: Columbia University.

Exploring the Manual Arts. John F. Friese. New York: Century Company.

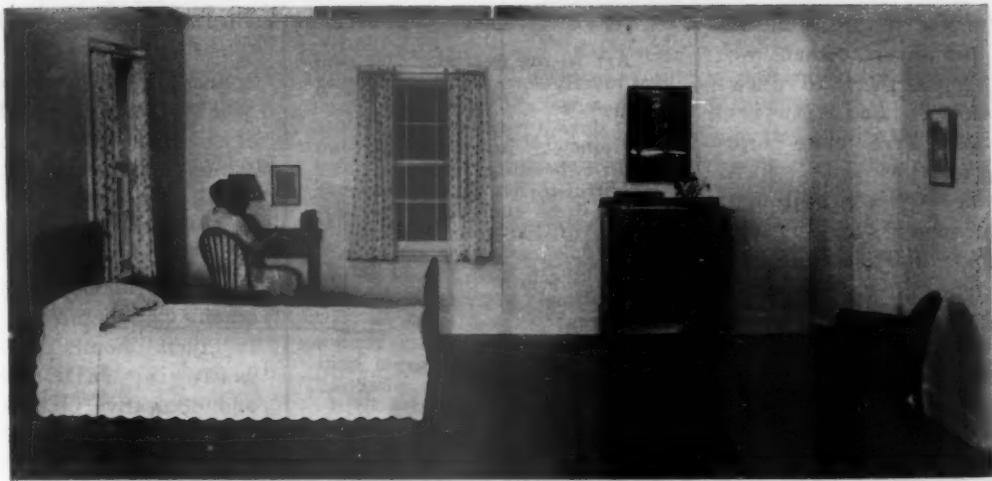
THE TEACHER'S PART

Angelo Patri, The Problems of Childhood, especially parts I, III and V.—D. Appleton, 1926.

Wm. Ernest Hocking, *Human Nature and Its Remaking*, chapter on Education.

Edward Thwing, *School and Education*.

Ralph Waldo Emerson, *Essay on Education*.



(Courtesy of University of Minnesota)

A portable room made of wallboard, used in the school room as a device for teaching children how to apply the principles of art in the home.

Teaching Art to Children

BY HARRIET GOLDSTEIN

Associate Professor of Art, Division of Home Economics, University of Minnesota

PEOPLE who are interested in "Art for Life's Sake" are watching with great satisfaction the trend of art education in America. Our young people are going out with a standard of taste which is making itself sharply felt in the business world because many schools are now teaching art in a way closely related to every day problems. The public is becoming too well trained in matters of good taste to accept ugly designs and colors. In recognition of this growing interest and discrimination we find many practical, far-seeing business men engaging "art advisers" for their stores, and asking art teachers to give courses in color and design and texture to their sales people.

This fact is full of significance. For one thing, it shows, that art is coming to take on a wider meaning than it used to have. Not so long ago, people used to think it necessary to go to a museum to enjoy art, and they believed that the only "art objects" which they might expect to own were pictures or pieces of statuary. They are learning, however, that art quality is to

be found also in common things, even their homes and their dress.

The idea of art as something for everyday use, and not merely something to be hung upon a wall, is being spread through many agencies. Adults are learning to understand and to use art through university and museum extension courses and night-school classes, through the better magazines, and by means of such fine movements as the "Better Homes" campaigns. For the young people there are the museum and public-school classes in art, and the boys' and girls' clubs.

Teachers are making some important discoveries about the way in which we learn to know and to apply art, and in many schools they are making radical changes in their teaching methods. We have discovered, for example, just because one can draw and paint representations of its four walls it does not necessarily follow that one can furnish a room which is beautiful to look at and delightful to live in.

We used to think that our students received all they needed for the appreciation

of the beauty and use of flowers, when we taught them to draw flowers beautifully. We were quite sure that the skill which they gained through drawing would carry over into the ability to arrange the flowers, and to place them well, and it was quite a shock to discover that the student who made the finest drawing in the class might choose the ugliest vase to put his flowers in, and make the poorest arrangement of them.

Then came the second step in art teaching. The teacher demonstrated how to arrange flowers so that they would have the qualities of a work of art. But even that plan, good as it was, did not quite accomplish what was hoped for. Before the students could really apply what they learned, they had to work with the flowers themselves, to choose a good vase from among many vases, and then to find the best placing for the flowers they had arranged.

Similarly, we have discovered, we shall have more beautiful homes when we have not only learned what art aspects of color and design and texture should be applied in the home, but when we have had, also, the actual experience of selecting and arranging these materials according to the principles underlying good design.

A realization of the fact that we learn best by working with actual materials in real situations is causing a further revolution in the methods of many art teachers. In the ordinary school room, it is not easy to have real materials to work with, or to approach home conditions, but several ways are being found to solve this problem.

Many parents are giving the teacher the opportunity to work with their boys and girls in their own rooms. There could not be a better teaching device than this. Even when there can be no expenditure of money, it is nearly always possible to make marked

"Art is for everyday use and not merely something to be hung upon a wall."

"It does not necessarily follow that one can furnish a room so that it is beautiful to look at and delightful to live in, just because he can draw and paint representations of the four walls of a room."

"We learn best by working with actual materials in real situations."

Practice apartments, rooms and furnishings are a great help in teaching art in an effective way.

improvements, and when a child is surrounded with objects which are in good taste they act as a strong influence in his development.

Members of the Parent-Teacher Association sometimes permit school classes to work in their homes, rearranging furniture and decorative objects, even allowing the students to eliminate some

objects and suggest changes for others. Sometimes merchants will let classes decorate windows, and furnish "model rooms," and, in some communities "Better Homes Week" offers an opportunity for school classes to furnish whole houses.

A few favored schools are equipped with an apartment where classes may learn to make practical applications of art. For schools unable to secure houses or apartments to work in, the portable room offers a very satisfactory substitute. A "knock-down" room, such as the one which is shown in the accompanying photograph, could be made by the manual training class. The room is made of wallboard, and ordinary stock doors and windows are used. The dimensions are those of an average room, so that the furnishings may appear to be in correct proportions. The separate pieces are clamped together and are braced and screwed to the floor.

An investment which would pay large dividends in the way of a cultivated taste on the part of the young people of the community would be a collection of house furnishings for the students to work with. These furnishings should be well within the means of the average family in the school, and they should be so carefully selected for their colors and designs that they will be an inspiration to the children, and will convince them that good taste does not depend upon cost.

With such equipment, the teacher can show the students the art reason for plac-

ing the large pieces of furniture so that their lines harmonize with the lines of the room. She can give them an understanding of the various aspects of this same art principle, called "Harmony" or "Fitness," which will enable them to perceive what colors and designs belong together, and they will come to know, instinctively, what sort of things seem to fit into a boy's room, and which ones suit a girl's room.

By assembling objects of good proportions and arranging them attractively they will gain a working knowledge of fitness of sizes, or good proportions, as a result of such experience, and we may expect to see fewer badly designed houses being built and furnished in the coming years.

When children realize that, in a way, they are making a picture when they arrange a group of furnishings, they begin to take a new interest in the factors that constitute a good picture to hang on their walls. From that point they can be led to see all the aspects of the selection of pictures, and can gain the ability to see their pictures in relation to themselves, as well as to their place on the walls of rooms.

It does not belittle art, to bring it within the experience of the child, it will enrich his life beyond measure to help him to see beauty all around him, and to realize that he can surround himself with beautiful things when he has learned how to choose them.

Two Little Maids

BY MARGARET JOHNSON

*Two little maids I've heard of, each with a pretty taste,
Who had two little rooms to fix and not an hour to waste.
Eight thousand miles apart they lived, yet on the selfsame day
The one in Nikko's narrow streets, the other on Broadway,
They started out, each happy maid her heart's desire to find,
And her own dear room to furnish just according to her mind.*

*When Alice went a-shopping, she bought a bed of brass,
A bureau and some chairs and things and such a lovely glass
To reflect her little figure—with two candle brackets near—
And a little dressing table that she said was simply dear!
A book shelf low to hold her books, a little china rack,
And then, of course, a bureau set and lots of bric-a-brac;
A dainty little escritoire, with fixings all her own
And just for her convenience, too, a little telephone.
Some oriental rugs she got, and curtains of madras,
With "cunning" ones of lace inside, to go against the glass;
And then a couch, a lovely one, with cushions soft to crush,
And forty pillows, more or less, of linen, silk and plush;
Of all the ornaments besides I couldn't tell the half,
But wherever there was nothing else, she stuck a photograph.
And then, when all was finished, she sighed a little sigh,
And looked about with just a shade of sadness in her eye:
"For it needs a statuette or so—a fern—a silver stork—
Oh, something, just to fill it up!" said Alice of New York.*

*When little Oumi of Japan went shopping, pitapat,
She bought a fan of paper and a little sleeping mat;
She set beside the window a lily in a vase,
And looked about with more than doubt upon her pretty face:
"For, really—don't you think so?—with the lily and the fan,
It's a little overcrowded!" said Oumi of Japan.*

St. Nicholas, twenty years ago.

An Appetite for Great Books

Can the Schools Give it to the Children?

BY SARAH N. CLEGHORN

WHEREVER and whenever they are acting them out, indeed and indeed yes! If it be true, as Van Loon says, that children forget what they read, but remember with delight what they draw and paint, how much more do they remember what they enter into the life of, and body forth in acting! How little anxiety, for example, we need have about the children developing an appetite for Shakespeare, if after hearing or reading Lamb's Tales, they propose to act out the *Taming of the Shrew*, or the witch and ghost scenes in *Macbeth*! I once knew a ten-year-old girl, who from merely hearing in her dormitory bedtime hour a rather halting and half-remembered version of the statue scene in the *Winter's Tale*, fell in love with its dramatic possibilities, and against a drift of discouraging circumstances, succeeded *two years later* (such was the hold it had on her) in collecting other children about her and one or two half-hearted grown-ups, and gradually firing them with her enthusiasm, and the passion with which she enacted Paulina, triumphantly produced a version of the *Winter's Tale*.

Reading plays by parts, modern plays especially, like those of Shaw and Galsworthy, seems to give young people from about ten years upward, a great appetite

Children, in their reading, remember best "what they enter into the life of and body forth in acting."

Children, more than grown-ups, love to dramatize all kinds of poems and stories.

Teachers must avoid interfering with the child's instinct to dramatize, through too great insistence on detail.

Children, like grown-ups, prefer to read straight along, and reasonably fast."

Do not standardize the children's reading. Do not make all the children in a class read the same thing at the same time. Let them browse at will.

Encourage poetry reading, with the help of poetry parties, but leave the children free to select what they like.

for good ones. A group averaging twelve years old, whom I knew well, used thus to read Lady Gregory's plays; they were all Jewish children, but they threw themselves with delight into Irish characters and situations; and nothing now to the end of their lives, I think, will ever interfere with their affection for Irish literature.

As every teacher knows, children make no difficulty at all about dramatizing all

sorts and kinds of poems and stories, many of which would perhaps stump a grown-up. Four little boys, all under ten, once decided to present the history of the world in a little play. "First," said the originator of the plan, "we'll do the flaming earth." "How will you do the flaming earth?" the teacher asked cautiously. "Oh, we'll pin some red crêpe paper on our coats, and we'll roll over and over on the floor." Five or six boys, one winter afternoon, decided to dramatize Masefield's mighty and immortal sea poem, "The Dauber." They planned to give the play that evening. "Sam," they announced, "is going to be the hero." "Shall I show you how I'm going to do the end scene?" asked Sam. "But that's where he falls off the mast, and is killed!" exclaimed the teacher they had confided in. "How can you do that, Sam?" "Why, don't you know that post that holds

up the bookcase?" Sam answered confidently. "That'll be the mast. I'll shinny up that, and fall down, and the other fellows will crowd around me, and lift up my head, and say just as they do in the poem" (here he began to spout one or two of those glorious stanzas)—"and I'll come to and open my eyes and say '*It will go on!*'"

The only real difficulty about children's dramatizing any sort of literature is usually made by the teachers. It consists very often of a desperate conscientiousness about loading up the children with information. A teacher's conscientiousness in looking up words in the dictionary and finding places on the map can take the bloom and passion and poetry and thrill completely away; and these habits, when persisted in, will produce with deadly certainty a generation who never read an essay outside of newspaper editorials, a poem outside of the popular magazines, any books except fiction, or any fiction except what they find on newsstands.

The fact is that children, like grown-ups, prefer to read straight along, and reasonably fast. Where they encounter words they don't quite understand, and allusions full of mystery, it's only the occasional—I

was going to say, the abnormal—child, who stops in the middle to inquire, "Does such and such refer to so and so?"

Speaking of this speed in children's reading reminds me of what an experienced old Quaker teacher once said to me: "You know, we're all wrong in the way we teach history. Instead of gluing the children to a page at a time, and going through one book like a snail, we ought to read straight ahead with them one history after another, and *let stick in their memories what will!*" "One thing his plan would do," I said to myself, "would be to make the children rather *enjoy* reading history! And what a cure for every sort of prejudice and propaganda!"

Suppose, in this whole matter of the children's chance to like good books, we put ourselves in their place. How would a friend be most apt to succeed in enticing us to read better books than we now do? Wouldn't his best plan be to give us the run of a pleasant library—full of them, at such times as he and we might find convenient?

So far as I know, Charles Lamb is not regarded as a great educational authority; but he said something on this point which is worth noticing. Speaking of his sister,



A Graded Library

Courtesy U. S. Department of Agriculture

Mary Lamb, he remarked that she had had very little education, in the ordinary sense of the word. "But," said he, "she was tumbled early in life into a spacious closet of good old English reading, and browsed at will upon that fair and wholesome *pasturage*." He added that if he had twenty daughters, he would educate them all in the same way.

There are two small words in this piece of advice which I believe we teachers ought to lay to heart. His sister browsed *at will*. Nobody told Mary Lamb which books she would be psychologically prepared to read in Grade 4B, or 5A; she never had a "grade poet"; there was no list of passages which she had to learn by heart; she filled no notebooks, took no examinations; she was never "taught Shakespeare." If she had ever read the Merchant of Venice by the regulation high school method, I wonder if she would ever have written the Tales from Shakespeare!

Now suppose the schools each possessed or borrowed a library, a small one with a large sprinkling of the best present-day books; and suppose a certain amount of free-lance reading time, sacred from the inroads of study, were a part of every week's schedule. This simple, elementary freedom to read in school time, were it only an hour a week, would be, I venture to say, the most popular and practical and resultful and altogether wise innovation that might be made in school English this year.

Some children would have to be protected from their own consciences. They would say, "I need the reading hour for grinding out my algebra—I'm behind in it." I would have the teachers rigidly refuse to let the children off. "No, sorry to refuse you," they should say, "but Duty mustn't interfere with Pleasure. It's for your good.

For really, what other way is there to cultivate children's judgment, except by having them choose and compare? Consider the usual course in literature, for example. Need they all read the House of Seven Gables? Why not arrange a shelf of ten or a dozen novels, all good and all timely, and let each boy and girl browse and choose

the one that most attracts him? In their class discussions some question about novels in general can be the subject as well as one particular heroine. Why can't they discuss the attitude of novelists in general toward poverty? toward racial wrongs? toward marriage? toward the younger generation? If one reports, the listeners will have their curiosity aroused, the discussion will brim over into the lunch hour, and the next vacation will find half the boys and girls saying, "Now, at last, I've got time to read that book Peggy and Jim were reading last term off the Assigned shelf!"

I HAVEN'T said anything yet about poetry; but there are one or two suggestions about it which I do want to tuck in here. Both these bear on this same point of educating the children's judgment by letting them choose. Why can't they, in every school and every grade, collect the poems they like best, in a loose-leaf type written anthology, by popular vote—nobody allowed to vote who is over eighteen? This anthology could be issued in a fresh edition every year, so that it would continue to represent the taste of the school. All that would be needed is an armful of good collections of poetry to browse in and cull from. And the other suggestion is—poetry parties. The simplest poetry parties work the best. As we have held them at Manumit, they were simplicity itself—when we tried to elaborate them, they lost interest. Every child who wanted to come brought a poem he liked, and read it aloud; or if he was too bashful to read it himself, he chose somebody else to read it for him. The teacher called on Peter to begin. Peter read his poem, and called on Dorothy for the next. And that was all there was to an institution which made poetry itself popular; just the enjoyment, the informal enjoyment, of poetry together. Try one, reader, whether or not you are a teacher; have such a party some winter evening, and see how pleasant it is, to have and to remember!

If any grown-up would like to spoil such a party, it is very easily done. Merely insist on all the poems being high-class ones!

If any child reads a slangy or frivolous poem, make him feel embarrassed, and the party will be properly abashed and depressed. In a word, the children's love of poetry, like their other good possibilities, will flourish best in a kind of sunny freedom, which can be given by an attitude of uncritical welcome on the part of the teacher or mother. I am convinced that

the ordinary child—not that there is any such creature; I meant to say, children in general—will like and read good books as naturally as they like and eat good food, if their teachers can and will resist the temptation to be always *teaching*, always meddling with intellectual pleasure; if we can only let life, including literature, get hold of them and teach them by itself.



Home and Community

BY CORNELIA JAMES CANNON

THE little negrito family group living in the jungles of the Malay Peninsula knows no community. It lives by and for itself. Each isolated group takes notice of the world about it only because it must defend itself against danger from man and beast. The barbarian with the deadly blow pipe and the tiger are equally objects of dread and avoidance.

There are family groups in modern society which bear a striking resemblance to these savages. They look upon their neighbors as defenseless creatures to be robbed or as enemies to be fought with the modern equivalents of poison darts or with any insidious weapon which will not betray the user. They are survivals of a more primitive type of human family, hold-overs from the Stone Age, which block and impede our progress. They see the world as a place where every man's hand is against every other man and to the victor belong the spoils. The bandits, the murder gangs, the opium rings, groups organized to prey on society are types representing just such unrelated predatory elements in a society which is constantly being more closely



One of the principal demonstration houses at Santa Barbara, California, 1926. Santa Barbara is making excellent progress in improving the standards of architectural design for small houses, and this work has been strengthened by the Better Homes Campaign. This house was built at a cost of \$7,447.25.

welded together. Civilization somehow fails to breed them out. Our intensified industrial life offers them ample opportunity and the increased publicity their deeds are accorded makes it appear as if their numbers were becoming greater. They see the community only as something to be looted, destroyed if need be, as a means to satisfy those instincts and ethics of the cave man.

THE civilized person, on the contrary, recognizes the community as the larger unit including all the smaller units we call homes. We might measure his degree of civilization by the acuteness of his consciousness of that relation. Think of the person in your community most respected and looked up to for his or her fine human qualities, and see if the outstanding characteristic is not a highly developed feeling of the mutual responsibility of the home and the community, one for the other.

The man or woman of this type whom

we all admire takes this attitude not because of tender-heartedness but because of intelligence. Civilization makes man dependent on his fellows as he has never been before. Today we cannot find a family able to raise its food, weave its cloth, make its clothes, provide medical and dental care for itself, educate itself, write and print its books, erect its buildings, paint its pictures, carve its statues, compose its music, manufacture its pianos and do all the multifarious things the modern home is beginning to count upon as necessities. Everything except the elemental simplicities of life we moderns owe to the activities and organization of the community. We may well ask ourselves what part we must play in this larger social group of which we are a unit.

THOUGH the home owes so much to the community, the community would be chaos without the home. The two are inseparable and the closer their unity of thought and action, the better and more enduring the society they uphold. He who loves either must spend his energies in the service of both. Biologically and historically the home comes first and everything that makes it fine and harmonious, a source of steadiness of character and purpose, insures the high quality of the community. But the home can no longer be all. Think of the essential human activities that have already left its shelter and become the job of the community; education, industry, amusement, the care of the sick, the insane, the feeble minded. These problems, originally dealt with in the home, have been passed on to the larger group. Health protection is another responsibility quite beyond the control of the home in our great modern populations. There is no such thing as private health any more. It is impossible for a man to have his mumps to himself as in the good old days. The

The civilized person differs from the savage in recognizing a duty to his community.

"Home, community, state, we are one body. When we act on that knowledge, following where it leads us, we demonstrate our loyalty to the great faith in human worth handed down to us by the builders of our democracy, and give practical shape to their ideals and to ours."

danger of its becoming *my mumps or your mumps* is too present to our thoughts, and we have codified that fear in our health regulations.

But though we have delegated the immediate enforcement to our representatives, the responsibility is still

ours, and a real part is left for us to play in making our common will bear rich fruit.

We serve our home and our community alike, first, in making our homes conform to the community standard in matters of health, sanitation, morals, public safety, obedience to law, etc., and second, in being a part of the moral will and intelligent interest which gives community life its vigor and effectiveness. We can well be a humble part of the policing, inspecting division of the community, we can report violations of the will of the people that occur before our eyes, we can back movements to strengthen the moral standards of our common life, and above all we can cultivate a conviction that whatever concerns any part of the community concerns us, and we can act upon that conviction.

AT A symposium on foreign affairs held recently one of the speakers took exception to the title given the meeting. He said, "There are no longer any foreign affairs. We can never again keep out of difficulties in any part of the world on the plea that it does not concern us, nor go into any struggle on the score of our humanitarian desire to help the oppressed. Anything that happens anywhere in the world today happens to us."

That enlightened statement of the present condition of world civilization applies with equal force to community civilization. Home, community, state, we are one body. When we act on that knowledge, following where it leads us, we demonstrate our loyalty to the great faith in human worth handed down to us by the builders of our democracy, and give practical shape to their ideals and to ours.

Recreation

Why Is a Volunteer?

BY MARGARET KIMBALL

ACCORDING to the Just So Stories it was the Elephant's Child whose "Satisfiable Curtiosity" led him to the banks of "the great, grey-green, greasy Limpopo river all set about with fever trees" to find out what the Crocodile had for dinner, and which finally resulted in the stretching of a nose which was "no bigger than a boot though much more useful" into a "really truly trunk same as all elephants have today."

Similarly it is "Satisfiable Curtiosity" which leads boys and girls to the banks of the river of adventure to find out what life is made of, and why and how; which makes them take the conventions of society apart to see the wheels go round; which leads them both into scrapes and discoveries. It is the mainspring of "the revolt of modern youth," the compelling force which makes twentieth century boys and girls more splendidly daring, more resourceful, than any generation that we have known. If it is the chief contributing cause of the experimenting in liquor and love which keeps the Juvenile Courts busy, it is also the force which sends a youth of twenty-five out to discover the principles and technic which will lead to safe aerial navigation.

How are we going to direct this "Satisfiable Curtiosity" so that it will be a constructive force instead of a dissipation of energy, so that our adolescent youth will go and acquire its "trunk" of accomplishment rather than find itself in the position of the hero of Stephen Leacock's Nonsense Novel who "mounted his steed and rode madly in all directions"?

Last month the paper—"What Shall

Editor's Note.—Last month Miss Kimball suggested some things adolescent girls can do to fill constructively their spare hours. This month she tells how community leadership for young people may be developed.

We Do—First?"—made this statement: "It is easy to see why the plan of organized recreation works. It has a purpose, it holds interest, it furnishes ideas and incentive, and it provides keen

enthusiastic leadership." To my mind, this point of leadership is the crux of the whole matter.

For our youngsters do need guidance and the happy comradeship of an older friend who is interested in their interests and who can meet them on their own ground, a friend who, lacking the direct authority of the parent or teacher, has therefore a very far-reaching influence. Such a leader can from her wider experience offer suggestions of interesting things to do; can take the eager but sometimes impractical ideas of a group and shape them into jolly, worthwhile, possible plans; can furnish a very real and very helpful guiding force just when it is needed most.

Mrs. Mabel Willebrandt, Assistant Attorney General of the U. S. Department of Justice, said: "Leaders are leaders because they do things better than the average person does them, and because they do more, considerably more, than they are required to do." How are we, then, going to find and develop these leaders who can so enthusiastically do more than they are required to do in steering our youth along the way of "more abundant living"?

I believe, first, that there are a great many more leaders of this kind available than we are aware of, people who are tremendously interested in the world about them and who would eagerly share this interest with younger people. In fact, I am

sure that most of those whom we term "average" are really potential leaders. Yet our various recreational organizations are constantly exclaiming "If we could only get the right leaders!" Why do we not discover those who are in our midst? Because they are not themselves aware that they can be successful leaders of young people.

In our towns there are countless women whose children are grown up enough to be in school most of the day, and who are hunting for something interesting with which to fill their time. They are the people who make up our women's clubs, who try to find their recreation in bridge parties and shopping expeditions, and who grow listless and bored because these things seem so futile; people who are silently protesting against the stagnant settling down of the thirties, whose abundant energy and keen sense of humor make them the best possible companions for adolescence. If we ask them to help in our work they say they "really are too busy" or "they don't know how," and all the time the wistfulness behind their eyes shows that the freedom and the fun and the sense that it is a constructive task to which we invite them, appeals to them mightily. I speak of women, since my experience has been with girls' groups, but I am very sure that the same thing is true of men who could be leaders of groups of boys. To be sure their free time is limited to evenings, but I suspect that undreamed of numbers of them hold a secret envy of the neighbor who has a club of fifteen or twenty lively wide-awake boys meeting at his house once a week. Inhibitions and self-consciousness, the fact that they "never have done anything of this sort" are the reasons why these leaders do not come forward and offer their services.

We need to have a prophet come among us who can point out the rich rewards of such leadership, who can give us vision, and who can say with such convincing authority that it over-rules our self-conscious hesitation: "*You* can do this thing! *You* can be a leader! 'Launch out into the deep!' Go to it!" People don't know what they can do until they try, and they don't try until

they know what fun it is going to be for them, until they get some vision of the need, and of their own power to meet that need in some measure. The few who are "born leaders," and who by good fortune find their place in the recreational field, are well content. The thousands who would like to be doing such work but who do not know how to get started, and the thousands more who would like it if they knew about its possibilities and could be convinced that they were capable of being leaders—these we must seek out and convince and train, in so far as we can, that they may get the confidence, the lack of which now prevents them from taking the plunge and therefore loses to our children a guidance which they cannot well be without.

The training, I admit, is a difficult matter, for there is no such thing as a set technic in leadership. There are almost as many different "best ways" of doing this kind of thing as there are people working in recreation. My way is not your way, and never can be. That's what makes it so interesting. In spite of this difficulty, however, leaders can be trained ably in classes and by conferences with pioneers in the field. The important thing is not teaching a specific method of procedure, but training the leaders to see the fundamental human needs which they are to meet; to do various things which may meet those needs to some extent; and, chiefly, by practice work in all sorts of situations, to think for themselves and to work out with adolescent boys and girls the answers to their various perplexities—not in the spirit of "educating" but rather as good friends joining with youth in the continually new adventure of living.

There are a limited number of schools of recreation in the country. We need many more of them, and we need schools which combine work in educational theory and practice, in social and mental hygiene, in the principles of social case work, along with the classes in physical education, applied art, dramatics, games, etc. In other words we need a course of study which will provide a background and perspective for the things we are trying to do, showing

recreation as a process, not merely a program, and which will link up this process with the educational and economic trends of the times.

These classes must be carefully planned, and more carefully carried out, so that the keynote of joy which is the basis of all recreation, is not lost. When we talk of "educational theory" and "social and mental hygiene," we are in danger of taking ourselves and our recreation too seriously. The minute that individual thinking is lost and we become standardized, we have no longer recreation, but something different and very drab. I recall a wise teacher who said once to our class: "Never allow yourself to say about anything 'Thank goodness that's over!'" It was good advice. Spontaneous enthusiasm and a zest for all the various adventures which the day brings, are among the most valuable assets we can have.

Until we have a sufficient number of such schools established we must take our leaders where we find them. In normal schools, in schools of physical education, in the colleges of liberal arts, in business schools, homes, or hospitals; wherever we find a zest for living and a sense of humor coupled with emotional control and poise, we have a leader.

To be sure the rewards of recreation leading are often of an intangible nature. Most of the recreation programs that we now have, must be carried out chiefly by volunteers, and I venture to suggest that this will always inevitably be so. In these days of economic independence few people can take a training course such as that which we have suggested, and then put this training into service for which there is no material compensation. However, I think the solution lies not in convincing organizations and towns that they must pay *all* of their recreation leaders, but rather that they must have well-trained and adequately paid *heads* of their recreational organizations, whose training, conviction and equipment are sufficiently powerful to pass on to the volunteers who work with them. Such heads can infuse an enthusiasm for recreation in the whole community so that it will provide

further training for its volunteer leaders. Indeed if the community demand for trained leadership is strong enough, the volunteers will themselves begin to look for summer courses and conferences, not in order to win professional advancement, but so that their own volunteer work with their own group of boys and girls may be more intelligent and effective.

Edna Geister, in her "Ice Breakers" tells the story of a soldier who said to her, after she had had a strenuous evening managing a party for soldiers and girls in a cantonment city, "Say, do you get paid for doing this? Anybody who had as much fun as you had tonight ought to pay an admission fee rather than get a salary for it." That is the point. It is fun, and it is particularly good fun because it creates friendships. Herein is its reward.

The friendship of boys and girls who have placed their confidence in a leader is worth much, and the acquiring of a friendly spirit toward the world is worth a great deal more. This is absolute insurance against boredom and unhappiness, and is again the quality which enables us to grow in our work and to become better leaders.

In "Youth in Conflict" by Miriam Van Waters, we find this sentence—"The man of religion believes in holiness, the artist in beauty, the psychiatrist in normal adjustment, the social worker in adequate social relationships." I should like to add that the recreation leader believes fundamentally in people, and in so far as he can, he must combine these other beliefs as well, for normal adjustments and beauty, holiness and adequate social relationships, are the things which make life abundant, satisfying and worth living. Therefore, the recreation leader is himself artist and priest, psychiatrist and social worker, but chiefly, if he is to be successful, he is a friend, whose courage and initiative, sense of humor and emotional control are a solid structure built on a foundation of good will and sympathetic understanding. This is the privilege open to all who would "pay in service to youth their rent for the space which they occupy on earth."



Courtesy U. S. Department of Agriculture

How the School Can Make Better Homes

By JULIA D. CONNOR

Is YOUR child getting as much out of his school training as the child attending some other school? If not, why not? Is it the fault of the school, the teacher or the pupil?

The object of education is social adjustment and the teacher who can present his subject in such a way as to relate it to the daily life of the child will bring about adjustment more effectively and rapidly than the teacher who propounds the principles of reading, and writing and arithmetic without any relation to the life of the community. The child who has had the good fortune to attend a school or to come under the influence of a teacher in a place where his class room work was related to the daily life of the community will be better fitted to carry on as a useful citizen, when he leaves school, than the one who has not been made to realize this connection.

Citizenship can be put into practice while its elements are being explained in the class room and the subject thus becomes really vitalized. For example, if the child who

is studying civics can be permitted to select the site for a house which will be suitable from all standpoints as a permanent home for a family with small children, he will better understand the principles of zoning for protection of property, location of schools, churches, and other institutions, sewage disposal, public utilities, and so on. The home economics student who is being taught the principles of selection and combination of colors in the home, selection and use of equipment, and all of the other phases of the art of homemaking, will be most fortunate if, in addition to her class room theory, she is permitted, under the guidance of her teacher, actually to select furnishings and equipment for a home in the community.

Good citizenship has been defined as "the habit of recognizing common interests and of acting with others consistently for worthy common ends." Therefore, public agencies and organizations, that enlist school co-operation may do well to weigh this and find if they are justified in seeking to join

hands with the schools for the purpose of furthering the objects of education. It is on this basis that hundreds of schools throughout the country are co-operating in the Better Homes campaigns which are being sponsored by Better Homes in America.

BETTER Homes in America was organized for the purpose of providing the American people with an agency through which they could receive help in their problems of homemaking, and through this help obtain for themselves a finer type of home and family life. New equipment and devices are constantly becoming available and systematic study is shedding new light on various household problems affecting health and happiness. The function of Better Homes in America is to acquaint homemakers with this information and to stimulate a desire on their part to make use of it. This can best be done not only by giving a public demonstration of the service offered by various agencies, but by showing actual results accomplished in specific cases. Thus, in explaining the principles of good architectural design and wise planning for comfort and convenience, there is no better way of vitalizing that information than by the actual building of a house embodying such principles. In explaining the principles underlying economical but attractive furnishing, decoration and equipment, no better method of explanation could be found than the actual showing of a house economically and attractively furnished and equipped.

Therefore in communities where considerable new building is going on an effective Better Homes demonstration will include the planning and building of a home suitable for a family of modest means, with grounds properly landscaped and garden planted, play equipment placed and demonstrated, the house comfortably and attractively furnished on a definite budget, consistent with the type and cost of the house and the needs of the family that might occupy it. Or, in a community where there is less likelihood of new building and more need for reconditioning of old houses, the doing over of an old,

dilapidated house, to make it comfortable and livable, with the expenditure of the least possible amount of money, will form a more valuable demonstration than the building of a new house. Demonstrations of household operations, such as table setting, meal serving and bed making, as well as the use of labor-saving devices and equipment, are also given. Lectures on various phases of home-making which cannot be properly brought out by a demonstration, such as the influence of the pupils followed every detail.

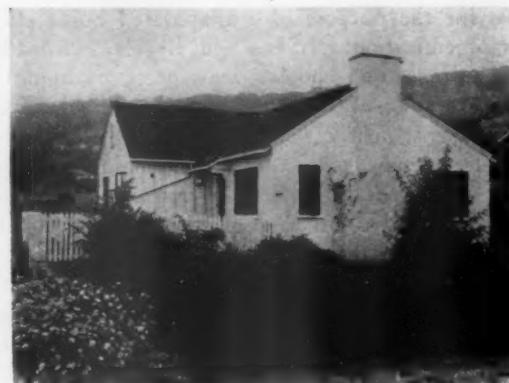
Eight hundred and forty-seven communities reported school participation in the 1927 campaign. In Santa Barbara which won first prize, the house furnishing committee consisted of students in the home economics and art departments of the State Teachers College. School pupils also arranged special programs, made speeches and demonstrated labor-saving utensils, and took part in essay and poster contests. In Greenville, South Carolina, a pageant was given at the demonstration house, under the direction of the recreational director. Budgets, based on various incomes in Greenville were prepared by students of the Home Economics Department of Greenville Woman's College. Furnishing of the demonstration house was taken as a project by junior and senior High School home economics students of Atlanta, Ga., who also prepared the furnishing budgets. Curtains, two complete wardrobes for a school girl and a layette for the nursery demonstrated the handwork of these students. Home furnishings made by Technical High School boys were used in different parts of the house, particularly in the boy's room, and an exhibit of articles made in the workshop was shown in the basement.

THE humanizing of teaching applies not only to the teaching of civics, but to other subjects as well. Miss Emeline S. Whitcomb, Specialist in Home Economics, in the U. S. Bureau of Education, in her report commenting upon the contribution of home economics to citizenship training, says,

"If our teaching can be made so interesting and useful that the pupil carries it into her home and enlists the co-operation of parents we shall have gained much in worthy home membership."

In referring to the matter of making home economics function in the lives of the girls, Miss Whitcomb says "Departments of home economics

in our public schools and colleges have found it decidedly worth while to co-operate in the Better Homes campaign, for such participation makes it possible for the children of any school to familiarize themselves with standards of home art and household economics, with the principles of selection of furniture and equipment, with budgeting of expenses, and with the whole range of the science and art of homemaking, in so far as these can be imparted to persons of their age and experience." In some communities, Manual Training classes are building the demon-



This attractive small home cost less than \$5,000 to build in the Better Homes Campaign of Santa Barbara, California. It is, nevertheless, well built and artistic. The advantage of careful planting is demonstrated by this picture.

stration houses, thus giving the boys training in the principles of art, architecture and craftsmanship, and a knowledge of materials and their use. Mechanical drawing and architectural classes are planning the houses as a project in the class room and this work is being greatly stimulated through the fact that these students are working to-

ward something which will have its consummation before their eyes. Physics classes can relate their work to the demonstration through the study of the heating and plumbing of the house. English classes can be interested in the community project through the writing of essays and through lectures and debates and the selection of books for the home library. Art classes can make posters and select pictures for the home. Thus nearly every class in school can have the opportunity of vitalizing class room activities through participation in the Better Homes campaign.

Important Meetings in April

Georgia State Convention	Atlanta	April 10-12
Kentucky State Convention	Lexington	April 10-13
National Council Boy Scouts	San Francisco	April 10-11
Louisiana State Convention	Shreveport	April 10-12
Mississippi State Convention	Richton	April 10-13
Kansas State Convention	Atchison	April 12-14
Idaho State Convention	Pocatello	April 12-14
Connecticut State Convention	Waterbury	April 12-13
Delaware State Convention	Milford	April 14
Wisconsin State Convention	Madison	April 17-19
International Kindergarten Union	Grand Rapids	April 16-19
Drama League of America	Kansas City, Mo.	April 19-23
Illinois State Convention	Streator	April 24-26
Rural Life Conference	Cleveland	April 27-28
National Convention	Cleveland	April 28-May 5



Brick-laying class at New Britain, Connecticut

School and Home

With Special Reference to the Country

BY EDWARD YEOMANS

A WORKING relationship between school and home, whereby the home becomes an extension of the school to a certain definite extent, is not easy to accomplish except in the way of the usual book "home work" and this is a stupid procedure altogether. One of the unfortunate aspects of present-day home life is this—after supper and until bed time, the children bend over arithmetic or algebra problems which are, as some one properly said, a "low form of cunning"—or worrying away at text books in history, physics, Latin, French, etc.; the grown-ups meantime engaged in another part of the house or room, reading books and magazines or the daily paper. There is your household broken right in two. New school projects involving hands and carried over into homes would be so much better than this—and the object of this short article is to indicate how and why.

In the first place I ought to say that one can not expect to influence the High

School appreciably. There is something fatally rigid about a High School—it is chained to the chariot of our industrial and accretive civilization and walks a willing captive.

The Elementary School is the hope of education today, and nearly the sole hope, for the Elementary School is showing the way to a better sort of education all the way up, besides being in itself the most important part of the educational field, engaged as it is with children in their most impressionable years—from two, in the nursery school, to thirteen in the eighth grade. These are the years in which you either turn the trick, so to speak, and get the individual pointed right—or, as the intellectuals says, *oriented*—or else you don't—and if you don't, you have missed the last train.

So what I have to say must apply more to Elementary Schools than to these gorgeous, swarming, highly business-like High Schools where the psychology of the fac-

tory has begun to permeate the atmosphere and the battle is heard from afar—the thunder of the captains and the shouting.

THE child comes to school with his home patterns fastened rather permanently upon him—and anybody who runs a school knows how fantastic most of these patterns are and how they condition every hour of the child's life—and will until his last day.

We were supposed long ago to have abandoned the old Puritan doctrine of Predestination. We might as well go back where we left it and pick it up, for it has become a part of science now.

At any rate parents certainly put such a "kibosh" on their children that it is safe to say the majority of homes are actually unfortunate experiences for the child. How small the minority that are fortunate cannot be stated but certainly so small that humanity in general keeps milling about in the basement of life. All the efforts of schools to get the level raised—that is, to get its constituents *upstairs*, so to speak—where the outlook from the windows is broader and more beautiful, have been nearly futile.

Nevertheless the business of schools is to keep eternally at this job of getting the level raised—and of teaching only for that purpose.

To teach children to do things and to know things comes to nothing unless they *become thereby finer people*.

It is in this respect our schools may be said to fail. And one of the reasons is this parental handicap; another is the quality of the teachers and the third the character of the curriculum.

Now when it comes to this last item and we introduce the subject of "Home Projects" as a part of the school curriculum you have to face various difficulties in addition to "parental handicap."

You can do things in rural and suburban schools for instance—and in rural and suburban homes—which you can't do in city schools and homes. And half our population today lives in cities.

I don't think it would be very difficult to show, and to prove, if one wanted to

collect sufficient data—that when you add to the parental handicap aforesaid, the handicaps of city life—and particularly of apartment life, however luxurious, you get down where the chances for making fine people out of children are too small.

The country is the place for children—and the rural school should be the very best of all schools—instead of the worst, as it mostly is, for lack of enlightened self-interest.

HOWEVER, let us consider what the rural school and suburban school might do—and in some cases does do—in the way of projects to be carried out at home.

A rural school should devote itself to making country life the best of all lives, by illuminating it, by lifting it out of drab routines of work both indoors and outdoors, by making the country environment very significant and exhilarating and adding those things which compensate so adequately for the necessary shortcomings of the day—music and dancing, dramatics, and such arts as the soul requires—arts of the hand and the head combined.

So a rural school should be surrounded by ample space for projects in gardening—especially flowers, and, as far as possible, the raising and care of small live stock—and have all the shop space necessary for carpentry, cabinet and model making, domestic science, natural science, and the manual arts of basketry, weaving, clay modeling, simple book binding, etc.

In other words, a school, country or city, and particularly an elementary school, should be a great deal more *manual* than *book*. What children at that age learn from books is pitifully small compared with the great quantity of time they have to spend on books.

What they learn from doing things and seeing things and hearing things—and from loving the doing, the seeing and the hearing more and more as they become more proficient—is prodigious. You can't over estimate it. And it lasts. (It is for this reason that children educate themselves outside schools—you might say in spite of schools.)

Now these things stimulated and started at school must be carried over into the home and should even be given credit as school work when well and systematically done.

I do not advocate prizes for anything—no matter how well done. A child must not compete against other children for a prize. His only competitor should be himself. Let him keep improving upon his own record and helping others to improve on theirs.

The prize business introduces a little drop of poison into children's affairs and there is no necessity for it if the teacher is of the right sort. Well, exactly such activities as these are being carried on in schools and homes in some favored places—favored by the happy accident of having very intelligent people at the head of things. The training of normal school pupils conforms to such programs and teachers of the right quality get higher pay than even the city schools afford.

If we are to retard a little this landslide toward the city this is the way to do it.

It can only be done by a process of vitalization and spiritualization of both mind and body.

In this connection much might be said about music, but I will first speak of folk-dancing, for it is the most natural and beautiful form of rhythmical expression for children—the patterns and tunes coming from England as revived by Cecil Sharp.

This dancing seems to me the very apex of school life—and carries with it such profound benefit to the individual that it is difficult to be moderate in its praise. It involves much self-discipline, concentration, rhythm and poise and what it does for the body it does equally for the soul. Bodily grace is a most important function of education—only we don't think so—and the beauty of childhood and youth is allowed to deteriorate from lack of proper exercises involving it.

AND I must say this much about music. If you want to get an idea of what can be done with Elementary School children in music you watch classes under one of these Concord-trained teachers doing, among

other things, the old Ballads—"Wraggly Taggly Gypsies," "Sir Eglamore," "King John and the Abbot," etc.

In my own school the assembly hall is packed with visitors on these occasions—but the children are wholly unconscious of any audience and feel only the exuberant joy of their own expression. The result is that the forgotten audience of parents is raised to a wholly new estimate of the native powers of their children to do whatever they have a *mind* and a *heart* to do, exceedingly well.

The same with dramatics—and the same with drawing and painting and all arts. Produce the *person*!—and then you will see what children have in them. A school is always just a person—with assistants congenial to him or her.

These subjects in school simply transform the home. What do the usual school subjects do? Could anything be more depressing?

"How about arithmetic, spelling, English composition, history, geography, etc," you say—"Do you give no time for these indispensables?"

I answer, "You give all the time necessary but you give it in a different way—You associate these things with all these activities we have been talking about—they are natural by-products. Arithmetic is applied—and there is much related reading and writing. Where special drill is needed in any subject it must be supplied. There is no tolerance for sloppiness. Before a child leaves the Elementary School he must have his equipment of "Knowledges"—in arithmetic, in history, in geography, in writing and spelling. He must not be subjected to embarrassments in High School because these things have been neglected. *But*, he must also have that zest, that alertness of mind, that sense of adventure, that feeling of competence, which is best secured where the hand is the instrument.

With such a "balanced ration" in school and at home he will surpass in High School the child from the conventional school—all the records prove this and it could hardly be otherwise.

After all, everything I have mentioned regarding rural schools applies to city schools but there would be some necessary modifications.

The central factors in Elementary Schools should be manual arts, music and dancing, and some sort of science work, preferably natural science—and should *not* be text books. That is the gist of my remarks. The emphasis should be shifted and thereby better people turned out. A conventional routine teacher dominated by a text book is a very bad contact for a child to make. A free, happy, intensely interested teacher, with books of all sorts, with tools in his or her hand, or a magnifying glass, or a toad, or snake or guinea pig or pigeon—or a teacher playing gracefully for singing or for dancing—these are the teachers that will raise the level of life—and get us out of the basement and upstairs.

Does all this sound fantastic? Does it seem to you, oh practical and very hard-headed reader—to make school rather play than work, to leave out all those disciplines which you were used to in your childhood and which made you what you are?—Would you dare, anymore than I would, to speak out in “meeting” and say what you are—and then say that you want your children to be like you?

If we could only come to some knowledge of ourselves! If we could only admit how terribly our experiences in school, and often at home, had crippled us, then we might be ready to go a long way that our children might be spared.

SCHOOLS are so much better than they were but are still so much less than they might be. The generations of children rush forward upon us in waves. They come like immigrants over an infinite ocean. We meet them on the shore and proceed to rob them of their most precious gifts—and to substitute our prejudices and our faithlessness. We decline, in the interest of our

savings account, to let the taxes be raised on their account—to let the bond issue be extended—to hurt the feelings of some hard-boiled school principal by firing him—to reduce the size of classes—to introduce special teachers in these things I have been talking about.

It does seem as though we ought to take advantage of the enormous power residing in parental anxieties and hopes, and fears, and prayers, for children, to enlighten ourselves regarding school and home by—(1) reading one or two of the best books; (2) talking very freely at Parent-Teacher meetings, and refusing to be awed by entrenched authority and pedagogical tradition; and (3) particularly by visiting the very best schools within reach and observing what goes on.

So much might be said regarding the present state of home life due to this cleavage wrought by text-books (which should be kept in school and not brought home)—by the moving picture with its destructive effect upon all the fine tissues of the imagination and emotions—the automobile enticing to irregularities of all sorts—and the ever growing and legitimate insistence on independence and self-expression.

If schools can do anything to better this state of affairs it will be on the demand of parents. The level inside a school is always the same as the level outside. If parents are satisfied that what their children get in the non-progressive school is “education”—why the school will do nothing to enlighten their darkness. School people in general do not want to be disturbed—especially school principals. They root themselves into the situation and if you have to pull them up you find how far those roots have gone.

Nevertheless pull them if necessary and tear up the social earth for miles around—provided you know one of a better species to plant.





The Movies and the Brookhart Bill

NOTE.—The attempt is being made by those interested to convey a false impression of this bill.

IT HAS NOTHING WHATEVER TO DO WITH CENSORSHIP. It is entirely concerned with providing for honest business methods in an industry affecting 20,000,000 people daily.—ED.

BY ELIZABETH K. KERNS

ON DECEMBER 13, 1927, Honorable Smith W. Brookhart introduced into the Senate Bill S 1667 providing for governmental regulation of the practice of contracting for motion pictures in groups or blocks, familiarly known as "Block Booking." The bill also would legislate against "Blind Booking" which is selling motion pictures before they are made or without seeing them. The enforcement of this bill, if passed, would be vested in the Federal Trade Commission.

Knowing of the interest which the National Congress of Parents and Teachers has shown for a number years in the subject of Block Booking, Senator Brookhart extended to the National Chairman on Motion Pictures an invitation to be present at the hearing before the Interstate Commerce Committee and to express the attitude of the National Congress regarding this subject.

As this is a matter of vital concern to every Parent-Teacher member, the invitation was accepted and our stand ably presented by the chairman, as follows:

"The National Congress of Parents and Teachers is represented at this hearing today because of its interest in motion pictures and because of its efforts to obtain films of a more wholesome character.

This organization represents twenty thousand units or associations scattered throughout forty-seven states, the District of Columbia and Hawaii, the membership totaling a million and a quarter persons. The National Congress of Parents and Teachers was organized for "one supreme purpose—the welfare of children" so all things are considered and studied in that relation.

Reaching as it does into the very hearts

and homes of the people, the National Congress of Parents and Teachers feels the great responsibility imposed upon it to use every means within its power to promote and preserve a citizenry that will do honor to these United States.

Motion pictures have been and are one of its problems. Parents are rightfully concerned about the influence of the motion picture on the young child and the adolescent. In 1925, at our annual convention in Austin, Texas, from the floor during the motion picture conference came the protest against the block system of booking. Thus three years ago our membership had begun to get under the surface and to reach that practice which has been and still is the basis for the many undesirable films foisted upon the exhibitor and the public. Within a week a query reached me about a picture booked for the near future by an exhibitor with whom one of our groups is working. I found on consulting a trade journal that that picture is still in the process of filming. How can one guide in cases like this?

Our organization has gone on record against block booking because it is quite sure that, until the business methods of the "Industry" have been regulated in the interests, of not only the "Industry" itself but the public as well, there will be no decrease in the output of vulgar, sensual and criminal pictures. It is my feeling that this bill if passed, will be a protection from films of undesirable nature both to the exhibitor and the public.

I should like to have the resolution passed at our National Convention in Austin, Texas, in 1925 included in the record.

National Convention, Austin, Texas, 1925.

"WHEREAS, The Motion Picture producers and distributors of America, Inc., have inaugurated an open-door policy inviting the general public to bring to their attention any suggestions or plans for the improvement of motion picture conditions.

AND WHEREAS, The National Congress of Parents and Teachers numbering 900,000 parents and teachers have a vital interest in this subject;

THEREFORE, BE IT RESOLVED, That the National Congress of Parents and Teachers do place before the Board of the Motion Picture Producers and Distributors of America, the request that as steps in the demonstration of the stated purposes of the organization:

- (1) They immediately remove the blockade which the block-booking system maintains against the general showing of the best pictures by forcing upon the exhibitor and the public films otherwise unsalable and unfit for distribution, and to reduce the prohibitive prices placed upon good films distributed singly;
- (2) That as a second step in showing their advertised good faith they use their power as a corporation to control sensational, vulgar and frequently misleading advertising of their productions."

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.

F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—Juvenile. Juvenile pictures are recommended for children under fourteen years.

SR—Short reels are for the general audience.

W—Westerns, recommended for the family.

R—RATING

*—Especially recommended.

A—Good.

B—Harmless, but second rate as to plot and production.

R	Title	Class	Stars	Producer	Reel
A	Canyon of Adventure	W	Ken Maynard	First National	6
B	Comrades	A	Helene Costello-G. Hughes	Masterpiece Film	6
A	The Enemy	F	Lillian Gish-Ralph Forbes	Met. Gold. Mayer	9
A	Finders Keepers	F	Laura LaPlante	Universal	7
A	Flying Romeos	F	Charlie Murray-Geo. Sidney	First National	7
A	Freckles	F	Gene Stratton-H. Bosworth	Film Booking Office	7
A	Head Hunters of Ecuador	SR	Jungle life along Amazon River	Fox Film Corp.	1
A	King Herold	SR	Comedy of amateur players	Pathé	2
A	Legion of the Condemned	A	Gary Cooper-Fay Wray	Para. Fam. Lasky	8
A	The Little Snob	F	May McAvoy-Robert Frazer	Warner Bros.	6
A	The Newlywed's Servant	SR	Snookums comedy	Universal	2
A	Rubbernecking	SR	Futter Curiosities Series	Educational	1
A	A Short Tail	SR	Clever comedy of two dogs	Para. Fam. Lasky	2
A	Simba (native word for lion)	F	Thrilling picture of four years in African Jungles	Johnson African Expedition Corp.	8
B	Sliding Home	SR	Collegians-basket ball	Universal	2
B	Smith's Catalina Row Boat Race	SR	Mary Ann Jackson	Pathé	2
A	Speedy	J-F	Harold Lloyd	Para. Fam. Lasky	7
A	Sporting Goods	F	Richard Dix-G. Olmstead	Para. Fam. Lasky	5
A	Star Shots	SR	Lyman Howe Hodge Podge	Educational	1
B	The Tragedy of Youth	F	Buster Collier-P. R. Miller	Tiffany Prod.	7
A	Under the Tonto Rim	W	Mary Brian-Richard Arlen	Para. Fam. Lasky	6
B	The Wife's Relations	F	Shirley Mason-Ben Turpin	Columbia Pict.	6

Children and Their Parents

FIVE LESSONS PREPARED BY DOUGLAS A. THOM, *Chairman, Mental Hygiene Committee, N. C. P. T., and* GEORGE K. PRATT, *Assistant Director, National Committee for Mental Hygiene.*

OF ALL the obligations which mankind is called upon to fulfill, being a parent is by far the most important.

The responsibility for the health, happiness, and efficiency of one or more children can only be visualized by projecting the potentialities of these immature individuals into the future and reflecting upon their influence for good or bad on the next generation. Yet, in spite of our responsibilities and obligations as parents, our training and education for the job is only that which we voluntarily assume. The Community, State or National Government makes no demands on us in the way of adequate preparation or fitness for the task at hand. Nevertheless, it behooves all of us to think seriously and to act cautiously lest we spoil in the workshop, which we call the home, much valuable human material.

This course has been thoughtfully and carefully prepared for those who would be better informed regarding some of the fundamental principles of child training.

LESSON II

"Factors Influencing Adjustments at Home and in School."

Prepare yourself for an informed discussion by reading the following: "Practical Aspects of Parental Love"—all of it. (17 pages.)

"Personality Deviations and Their Relation to the Home"—all of it. (8 pages.)

"The Relation of the School to the Mental Health of the Average Child"—all of it. (15 pages.)

QUESTIONS FOR OPEN DISCUSSION

- (A) Why is it truly said "All childhood behavior is significant, much of it also is prophetic"? Significant of what? Prophetic of what? Do children tend to "outgrow" undesirable traits of personality? Why?
- (B) True mother love is a noble quality. But often what passes for mother love is really selfishness, tyranny, jealousy, self-pity or spite. How can a mother determine accurately whether the affection she displays towards her child is genuine mother love, or something else? At the moment a woman becomes a mother do life-long habits of selfishness, spite or jealousy leave her? Why?
- (C) Have the group leader read aloud the following cases taken from the pamphlet "Practical Aspects of Parental Love": (1) John B., pages 4-5, (2) George S., pages 10-12. What are some of the reasons that cause certain parents to be blind to the rôles they play in creating undesirable personality traits in their children? Why is it always necessary for one who attempts to correct undesirable personality traits in children to obtain an accurate picture of the emotional environment in which the child lives at home, and then include the entire family in the plan of treatment? How do you account for the fact that some men and women, admired for the interest they take in managing child welfare organizations or correctional institutions not infrequently have children of their own who are notorious "problems"?
- (D) No one approves of parents who neglect their children. But why, in the long run, is parental over-solicitude even more harmful to the child than neglect? Have one member of the class give an actual example of how parental over-solicitude prevents the child from attaining a normal and necessary independence. Have some other member of the class suggest at least three practical things to be done in correcting a personality trait, or a behavior problem that has been caused by over-solicitude. Why are some parents over-solicitous? Is there a relationship between over-solicitude and the traits discussed in Part (B) of this week's lesson?

Program—Thirty-Second Annual Convention, Cleveland, Ohio

GENERAL TOPIC:—“The Four Ages of Childhood and Youth” in relation to the Sevenfold Program of Home and School.

Special Notice: A Rural Life Conference will be held at the Hotel Cleveland on Friday and Saturday, April 27-28, Miss Florence Ward, Manager, National Rural Life Bureau, Chairman.

Friday, April 27, 1928

The Rural Home; The Rural School; Rural Life Dinner—The Rural Parent-Teacher Association.

Saturday, April 28, 1928

The Rural Community; Registration of Delegates, Hotel Cleveland; Inspection of Exhibits; Meeting of the National Board of Managers, Hotel Cleveland.

Sunday, April 29, 1928

Luncheon and Conference, The President's Council, Hotel Cleveland; Meeting of the National Executive Committee; Vesper Service, The Old Stone Church, Dr. Randall J. Condon, presiding; Invocation, Rabbi Silver; Music; Address: “The Art of Living,” Henry Turner Bailey, Dean Cleveland School of Art.

Monday, April 30, 1928

Ballroom, Hotel Cleveland; Invocation; Opening Session; Community Singing; Reports of Convention Committees; Credentials; Rules; Program; Revisions. Address: “The Ages of Childhood and Youth,” Mrs. A. H. Reeve. Delegates’ Conference, “A School of Instruction,” Ballroom. Presidents’ Conference, Discussion led by Dr. J. E. Butterworth, Cornell University, N. Y., Conference Room, Hotel Cleveland; Classes. Publicity; Parliamentary Law; Song Leadership; The P.-T. A.; Program Making; The Summer Round-Up. Banquet, Ballroom, Hotel Cleveland; Greetings from Guests of Honor; Address: “Education and the General Public,” by Hon. Jno. J. Tigert, U. S. Commissioner of Education; Reception to National Board and Honor Guests.

Tuesday, May 1, 1928

Ballroom, Hotel Cleveland; Invocation; Opening Business Session; Community Singing; Reports of Officers: Corresponding Secretary; Treasurer; Historian; Vice-President; Election of Officers. Round Table Conferences: The High School Age; Children’s Reading; Spiritual Training; Sound Health. Publicity Dinner, Ballroom, Hotel Cleveland, Tickets, \$2.00. Topic: “Getting Our News Across.”

Euclid Avenue Baptist Church—Open Session; Motion Pictures; Music; Address: “The Pre-School Child,” Dr. D. A. Thom, National Chairman Mental Hygiene, N. C. P. T.; Address:

“His Parents,” Dr. W. E. Blatz, St. George’s School for Child Study, Toronto, Canada.

Wednesday, May 2, 1928

Open Session; Invocation; Community Singing; Congress Bureaus: Child Development; Publicity; Education Extension; Congress Publication; Rural Life; Programs. Round Table Conferences; Mental Hygiene; Child Study; Motion Pictures; Juvenile Protection. Ballroom, Hotel Cleveland; Summer Round-Up Luncheon. Drive and Tree Planting; the Mother-Singers. Ballroom, Hotel Cleveland; Child Welfare Magazine Dinner, Tickets, \$2.00. Ballroom, Hotel Cleveland; Play Night; Community Singing; Address: “Music as Recreation,” Augustus Delafield Zanzig, Harvard University. Play Program, led by Mr. John Martin, P. R. A. A.

Thursday, May 3, 1928

Ballroom, Hotel Cleveland; Invocation; Open Business Session; Community Singing; Amendments; Reading of Resolutions. Round Table Conferences; The Power-house of Education—The Library; Julia Wright Merrill, A. L. A., specialist in Library Extension; The Spirit of Youth and the Great State Road, Elizabeth Tilton. At Work in the Field, Mrs. C. E. Roe; At Headquarters, Mrs. A. C. Watkins; The Extension Division, Miss Frances Hays. Round Table Conferences: Parental Education; Education for Leisure. Social Hygiene. Open Session; Motion Pictures; Music; Address: “The Child in School, Dr. Randall J. Condon, Superintendent of Schools, Cincinnati; Address: “The Child in the Home,” Mr. Frank H. Cheley.

Friday, May 4, 1928

Ballroom, Hotel Cleveland; Rural Life Round Table Conference.

Topic: The Sevenfold Program in Rural Life; The Home; The School; The Community, and the Rural Parent-Teacher Association. Rose Room, Hotel Cleveland. Round Table Conference: City Councils. Conference Luncheons with Executive, Extension and Field Secretaries, National Bureau Managers and Committee Chairmen; Hotel Cleveland. Open Business Session; Reports and Recommendations from Round Table Conferences; Resolutions; New Business. Open Session; Motion Pictures; Music; Address: “The Future Citizen,” Dr. Robert E. Vinson; “The Boy in Business,” Mr. Orrin Lester; Presentation of New Officers; Pageant: “The Gifts They Brought.”

Saturday, May 5, 1928

Meeting of the National Board of Managers.

The Book Page

WINNIFRED KING RUGG



DR. HENRY SUZALLO of the University of Wisconsin makes a sweeping assertion when he says of Jessie B. Gibson's book *On Being a Girl* (New York: MacMillan Co. \$2) that "it is the best guide of its kind now in print." To that assertion we are willing to subscribe to the extent of saying that it is the best guide of its kind that we have seen.

Miss Gibson is dean of girls in the North Central High School of Spokane, Washington. Her book has grown out of her discussion groups for freshman girls, groups in which the girls were encouraged to bring up any questions or problems that they pleased. The course which she has worked out is, therefore, an outgrowth of their own experience and not a superimposed thing which some one thought they ought to have.

The aim of the discussions, and of the book, is to help the girls find their right relation to the community, to their families and friends, and to themselves. Under these three general heads Miss Gibson deals with such topics as the responsibilities that a girl will have to assume in civic affairs, in social life, and in business; her place in the family and her attitude toward girl and boy friends; her personal problems of self-expression, personal attractiveness, health and hygiene and sex instruction.

There are selected lists of books for the use of leaders and supplementary reading for the girls. The material has been developed from the school-room but it can be easily used by any club director or parent who is trying to help adolescent girls to get adjusted to the conditions of life. Much of it can be adopted by teachers or by a mother working with even a single girl. It is, incidentally, an indication of the value

of a high-school dean of girls or of some sympathetic and intelligent student advisor who touches both the personal life and the class-room life of young people.

Among its merits are its simplicity and its concreteness.

* * *

Girls Who Did by Helen Ferris and Virginia Moore (New York: E. P. Dutton & Co. \$2.50) is designed to open up some attractive vistas to girls who are trying to decide what they shall do for a living. In interviews with twenty women, engaged in different kinds of work, the authors have told something of the requirements, the pleasure and profit, and the obstacles in the way of the respective occupations. Thus a director of physical education, a nurse, a children's librarian, an actress, a singer, a painter, a gardener, a teacher, a dietitian, a costume designer, a photographer, a scientist, a sculptor, an advertising agent, a private secretary, a writer, a social worker and a wholesale business woman, tell why and how they became what they are. With the book ought to go a warning that many of these occupations are possible for only a limited number of specially gifted girls. However, it is the inspirational value of their careers with which the authors are particularly concerned, at the same time reminding their readers, in the words of Alice Foote MacDougall who has built up a successful wholesale coffee and restaurant business, "Don't look for the perfect job. There isn't any."

The *Book of Knowledge* (published by The Grolier Society) is now appearing in a new edition, with a beautiful new dress—a blue and gold art-craft binding that does not fear thumb-marks or similar minor tragedies. The covers can be wiped off with a damp cloth and the spots disappear.

Inside the blue and gold covers are many interesting new features—there is a whole department devoted to the world's best literature, and a department called "The Fine Arts" that tells the story of painting, sculpture, architecture and music with a fine simplicity and charm. All the important facts are here; the pictures are reproductions of masterpieces and imaginative illustrations that help to explain the text.

In the Index Volume there is a School Subject Guide, which analyzes the contents of the book according to school curricula. In addition to the General Index is an Index of Poetry, listing, by author, title and first line the many hundreds of poems in the book.

Much of the success of The Book of Knowledge with the children is probably due, as Dr. Lewis M. Terman says, to the story style of diction and the profuse and beautiful illustrations. Related subjects are presented in comprehensive articles that are really interesting to read.

* * *

Several useful booklists are easily obtainable, notably:

"The Parent-Teacher Library," a list compiled by the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W. Washington, D. C. Free.

"Twenty Good Books for Parents," Reading Course No. 21, U. S. Bureau of Education, Department of the Interior, Washington, D. C. Free.

"Our Children," by M. V. O'Shea, a course in the "Reading with a Purpose" series, issued by American Library Association, 86 E. Randolph Street, Chicago. 35.

"A List of the Best Books For Boys Published in 1927," prepared by Franklin K. Mathiews, Director of the Library Department, Boy Scouts of America, 2 Park Avenue, New York. Free.

HANDBOOK ON POSITIVE HEALTH— Women's Foundation for Health, 370 Seventh Avenue, New York City, N. Y. Price, \$1.50.

The 1928 edition, completely revised, offers a remarkable list of contributors and carries over with it the material of the original edition bearing the stamp of approval of the Council on Health and Public Instruction of the American Medical Association.

Beginning with a clear analysis of the present day health situation, the Handbook goes on to parallel each point of the positive health program of the Women's Foundation for Health with a chapter containing the fundamentals of health building. The second chapter takes up the health examination, both medical and physical.

The remaining chapters are given over to the follow-up of that examination and run as follows: *Good Body Mechanics, Nutrition*, in two articles, *Work and Rest*, the relation of fatigue to health and efficiency, *Recreation*, two articles stressing the necessity of adult recreation, *Reproduction*, and last, *Mental Health*, including "Bringing Up Children," "Adolescence," and "Living At Our Best."

Music Demonstrations for Schools in Music Week

AMERICAN music is to be made better known to school children as the result of the stressing of native compositions in the National Music Week on May 6-12. It is especially suggested by the National Music Week Committee that our own songs of the people be given a novel treatment in the assembly singing, through the descriptive notes in a booklet entitled "Stories of America's Songs," to be obtained without charge from the National Music Week Committee, 45 West Forty-fifth Street, New York City. From the same source may be obtained a recommended list of "American Music that Americans Should Know," made up of suggestions from a large number of prominent musicians.

Most of all, the schools are being urged to utilize Music Week for demonstrations of their music work which will better acquaint the public with the efficiency of that training. This is done by inviting the parents and friends of the children to witness the actual music instruction. Rhythm orchestras may be formed with the information contained in the Committee's pamphlet, "The Toy Symphony."

Striking exhibitions of instrumental work are recommended for the Music Week. Besides the regular school band or orchestra programs, these are to include massed bands of various schools and ensembles of talented pianists. The plans for these are described in the Committee's pamphlets, "Massed Band Concerts" and "Piano Ensemble Concerts."

Groups of players of the smaller instruments, formed with Music Week as the objective, may find appropriate suggestions in the pamphlets, "Harmonica Bands for Boys and Girls" and "Fretted Instrument Clubs," which the Committee is also distributing without charge.

A utilization of the "questions and answers" idea in music appreciation is also recommended. The National Music Week Committee distributes a free pamphlet for this purpose, "Quiz Yourself on Music" and has in preparation a second, on American music. An announcement of a more advanced series of questions is also to be obtained from the Bureau, as is its general leaflet, "Special Activities for Schools During National Music Week."

Poise and Personality

BY ANNA H. HAYES

EDITOR'S NOTE.—Mrs. Hayes will be glad to receive and answer questions on this course. She may be addressed at 2083 Clermont Street, Denver, Colorado. Please enclose stamp for reply, if personal answer is desired. Otherwise the answers will be published in CHILD WELFARE MAGAZINE.

VI

Exercise. Practice sitting and rising from a chair as described in December issue, Lesson II. Walk on tip-toe around the room, once forward and once backward, reaching the hands as high as possible. Object, diaphragm breathing.

Emergency Phrases

Often an idea becomes associated with certain words and phrases and the speaker finds herself growing monotonous as to vocabulary. The remedy is one which demands persistent effort and daily practice. When an idea is expressed by anyone, try manufacturing phrases to express the same idea, using different forms and different words. For instance "the boy is father of the man" may be also expressed in these terms: "out of youth must come maturity"; "the trend of a lad's thinking forms the habit of thought of the man he is to be"; "the boy is today building the craft in which he must bring his cargo home;" etc. You will find many arrangements, some more pleasing or forceful than others and such drill stimulates not only the growth of vocabulary, but flexibility of expression which is a useful talent anywhere.

Figures

Think out various figures of speech which may be used to illustrate the same point, trying always to bring the illustration into line with the experiences of the people whom you wish to reach. For example, let us take the school: the school is an orchestra in which children must learn to play harmoniously with each other; the school is a small world wherein the children may practice citizenship; the school is a stage upon which the child must play his part in the drama of life; the school is a field in which the grain and flowers may become adapted to the soil in which they must grow; etc.

Choose a single point which you wish to emphasize and practice building figures which will bring it within the experience of the people to whom you wish to talk. If any of these is particularly satisfying, memorize it as a base from which to work out other ways of saying the same thing, so that no matter how often you must talk about "home and school" you will have new ways of picturing the situations which you wish to present. If you would picture to a group of farm people the need for progress in educational methods make use of the consistent progress in machinery and methods. The variety is endless if we learn to make "idea pictures."

Vocabulary

Each day practice using at least one word which has not been included in your everyday expressions, not necessarily a new word, but one which has been omitted from frequent use. Unfamiliar words sound strange in our ears when we speak them and this detracts from our thinking. Practice saying such words aloud until they are on really friendly "speaking terms."

Make picturesque words your own for daily home use. Find and list words which are forceful, musical, symbolic, and learn to use them as additions to your everyday vocabulary. In America, we find it easy for brevity to express several ideas with the same slang expression, disregarding the nicer shades of meaning. Let us recall the fact that exact expression is a step toward clear thinking.

Gesture

Formal, studied gestures have no place in modern address. Any gesture to be useful, must be a natural movement suggesting the thought which the speaker is expressing. If there is physical freedom and ease, the hands and arms will lend themselves naturally to the emphasis of the idea. Stand and say: "tear it asunder!" using both arms strongly in a wide gesture. If there is any stiffness ask the members of the group to run briskly around the room, stop and say quickly, "tear it asunder." The effect is remarkable; eyes sparkle, faces hold animation and arms are flung open with a really convincing effect. Practice wide arm movements, not because we have much use for such expression, in our work, but because through natural gesture we develop freedom and physical ease.

Sources of Information

To speak with authority, it is well to be able to quote well known specialists, educators, etc. but let us use due diligence in finding the authorship of such quotations as we wish to use, and giving proper credit for their use. In Lesson V we have spoken of the use of quotations, epigrams, etc. for the sake of picturesque or forceful expression, which is quite another matter and does not entail so great a responsibility. A quotation given to place authority behind a statement, is quite without force unless one can establish the identity of the author or the position which he occupies, to make his word of value.

In giving publicity to the technical or organization side of the Congress work, we may not indulge in any flights of fancy. We must study the text, which is principally the Handbook, issued by the National Congress. The National president has called to our attention the necessity for an informed membership, and those of us who would accept the task of giving out information about the Congress, must feel the responsibility of our obligation, being careful not to make inaccurate statements, nor to give *half truths which might be unfavorably interpreted.*

The CHILD WELFARE MAGAZINE and the State Bulletins contain material which is so essential to our work that they might be considered as texts to be used with the Handbook. The Extension Bulletin of the University of North Carolina; the extension Bulletin of the University of Iowa (Bulletin 142); "Parent-Teacher Associations at work," by Ellen C. Lombard (Bulletin 30, Bureau of Education); "The Parent-Teacher Associations," by Margaretta W. Reeve and Ellen C. Lombard, (Bulletin No. 11, Bureau of Education); Nebraska Rural Parent-Teacher Associations and the Proceedings of the National Conventions, are all valuable sources of information.

The class might profitably undertake the study of certain topics in relation to Parent-Teacher work. The following are suggested:

1. The need of an association in our school, class to list as many objectives as possible such as:

Personal contact with teachers; understanding school objectives; education of parents; community harmony.

2. Origin, History, State, Local, Relation to National.

3. Results accomplished—(Bulletin No. 11, Bureau of Education) Class to list as many as possible.

4. Mechanics—Standard Associations, Officers—Duties, Bureaus, Departments, Committees.

The leader may prepare a list of questions concerning the mechanics of the organization, and ask the members to prepare answers from reference material, such answers to be given as a class exercise.

The small white organization Chart, facsimile of the BLUE CHART will serve as an outline for short talks on activities, Bureaus, Departments, etc. if the speaker has studied well her subject. (National Office. 2 cents.)

Sources of Inspiration

Inspiration for the task at hand is likely to come from three sources: an abundance of information on the subject; complete

faith in the Parent-Teacher ideal and an honest desire to serve, as exemplified by the "Purity of Purpose" principle.

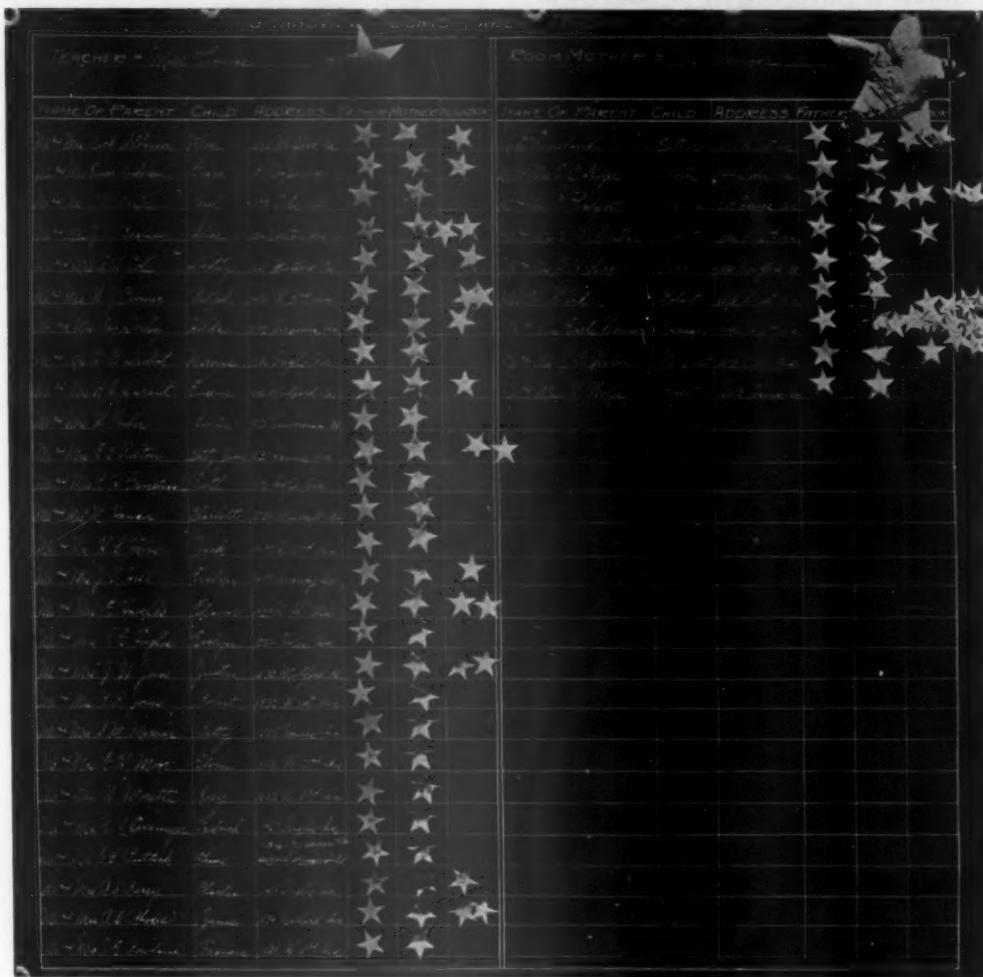
We must be receptive and assimilate. We must learn to apply general knowledge to specific problems and we must realize, in an invitation to speak to a group of people, an *opportunity* to spread this gospel of greater usefulness.

If by your manner of approach, your logical and attractive introduction of the subject, you are able to win the interest of the audience, they too, will furnish inspiration in abundance by a response in thought.

to your words. No man has accomplished a great work alone, nor can we expect to accomplish a small part of a great work alone. We must make our prayer for keen perception, readiness of expression and a truly spiritual interpretation of the subject, that we may give worthily to those before us something that may help to lighten the burden of uncertainty and make clear the way to a finer type of service than we have known before.

Take a few minutes for drill on "stumbling blocks" as given before.

Read lists of picture words.



THE CHART AND STAR MEMBERSHIP PLAN OF GRANDVIEW HEIGHTS, OHIO

For description see page 398. For further information you are invited to write to Mrs. Charles A. Field, Director Central District, 1125 Westwood Avenue, Columbus, Ohio.

Study Program I

*This is the eighth of a series of outlines based on
PARENTHOOD AND THE NEWER PSYCHOLOGY*

BY FRANK HOWARD RICHARDSON, M.D.

CHAPTER X—THE MYSTERY OF MYSTERIES

—WHAT SHALL I TELL MY CHILD?

"Society exists because a sufficient number of people live clean and strong lives."
—Cady and Cady.

"Sexual impulses may be turned into depraved or vicious acts, or they may be controlled, adjusted to social life, and made the agents of personal and racial good."
—Cady and Cady.

QUESTIONS

1. Why is it that very few persons can discuss sex without a great deal of emotional reaction? Pages 153-154.

2. Do you agree with the author in his judgment that he should leave the subject of sex to be discussed toward the close of the book? Pages 154-155. In your own case, would it have mattered, had he placed the subject toward the first of the book?

3. The author holds that one of the most fruitful things we parents can do in approaching this problem of sex instruction is to recall our own thoughts and feelings in regard to sex when we were children. How do you feel that such a survey is helpful? Pages 156-159.

4. If ever there is a time when parents should be of supreme service to their children, it is when there are thinking on the sex phase of life. Do you not feel that, as a parent, this should be one of your most sacred duties? NOTE—Through the books listed under "references," you may acquire a correct vocabulary for such instruction.

5. Have you found it true that the child of three to five years becomes interested in the source of his life? Do you believe that there is a psychological moment in which to tell the child of his origin? Explain. Pages 160-162. Do you not feel

that you have a very strong hold upon your child if he feels free to come to you with questions of sex?

6. In dealing with this question, tell of the harm that is done by the "evasion method"; by the "method of the direct lie." Pages 162-164; 171-174.

7. Outline the proper method of sex instruction as suggested by the author. Pages 165-167. Many persons hold that the child of eleven or twelve years should be informed as to the physiological and biological facts of sex. Give reasons, if any why they are justified in this belief. Do you infer that the author agrees?

8. Why is it harmful to use an undue emotional tone in discussing things relating to sex? Page 166. Why does a child vividly remember an incident that has been given a highly emotional tone? Pages 169-170.

9. When we discover our child exploring different parts of his body, what should be our method of procedure? Pages 168-171. Is this a perfectly normal curiosity on the part of the child?

10. How may the girl and the boy, to some extent, be disqualified for marriage by wrong sex instruction. Pages 171-174.

11. How shall we deal with self-stimulation when it occurs in the child? Pages 174-175.

12. Do you think there is a real danger that we may be too free in discussing before or with our children, matters that should be reserved for their later years? Pages 176-177.

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Adolescence, M. A. Bigelow, Funk, Wagnalls Co. Price, 30 cents.



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 Plant and Animal Children: How They Grow, Ellen Torrelle, Heath, Boston.
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Study Program II

This is the eighth of a series of outlines based on
THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY
 BY LUTHER ALLAN WEIGLE

CHAPTER X—THE CHILD AND HIS FRIENDS

"The only way to have a friend is to be one."—Emerson.

"Work and play and study and friends are all bound up together in the life of any normal child."—Luther Allan Weigle.

QUESTIONS

THE SOCIAL INSTINCTS

1. Is the child by nature social? See page 158.

2. The native tendencies which determine a child's relation to his fellows are: 1st, Gregariousness; 2nd, Special interest in the behavior of other persons; 3rd, Satisfaction in the approval of other persons and discomfort from their disapproval; 4th, The tendency to try to master others and to find satisfaction in their submission; 5th, Rivalry, envy and jealousy; 6th, Anger and pugnacity; 7th, Helpfulness; 8th, Kindliness and pity; 9th, Sex attraction; 10th, Parental attitudes and behavior; 11th, The tendencies of imitation, play, sympathy, and suggestion. Read this section from the text and discuss further. Pages 159-161.

DANGERS TO BE FEARED AND BENEFITS

TO BE GAINED

1. The danger of entering into social relations is that the child will absorb the

unlovely as well as the better characteristics of this wider social environment. This danger appears in the child's speech, in his manners, in his morals, in his willingness to follow the crowd. Discuss. From your own experience, to what extent have you found this to be true? Pages 161-163.

2. Despite the dangers encountered in social relationships the benefits derived may be greater than the evils. Enumerate the benefits. Pages 163-166.

3. Why is the only child likely to encounter difficulties in the growing-up process? Pages 163-164. Why do children of a large family, as well as the only child, need the further discipline of the large groups of school and neighborhood? Pages 165-166.

4. How does the school help the child? How does the gang help? Page 166. "So work and play and study and friends are all bound up together in the life of any normal child." Explain. Page 166.

THE PARENTS' PROBLEM

1. Can parents hope to select their children's friends for them? Page 167. What does the choosing of one's friends depend on? Is it wise to directly oppose a child's friendship? Pages 167-168.

2. Parents can do much to equip the child to select desirable friends. How may the parents help? Page 169. Tell

how you plan for the social life of your child? Do you invite his friends to your home? Page 169.

3. How may the father and mother always remain their children's best friends? Pages 169-170.

4. Horace Bushnell states that the end of education, moral and intellectual, is the "emancipation of the child." How is this brought about? Pages 170-171.

"FOR INVESTIGATION AND DISCUSSION."
See page 172.

"FOR REFERENCE AND FURTHER STUDY."
See page 172.

CHAPTER XI—DOING FOR OTHERS

"Whatsoever ye would that men should do unto you, do ye even so unto them."

"Thou shalt love thy neighbor as thyself."

QUESTIONS

ARE CHILDREN NATURALLY SELFISH?

1. What is the recapitulation theory? Did G. Stanley Hall believe in this theory? Is it fully accepted by present-day psychologists?

2. Did the pupils of G. Stanley Hall believe children to be naturally selfish? Page 173. Are children naturally selfish?

NOTE.—"A child is born neither good or bad. He is a bundle, rather of instincts, capacities, and active tendencies. These instincts and capacities are not all present at birth, but they appear, each in its time in the course of natural growth of mind and body. Each when it does appear forms the starting point for a group of habits. The child must be helped by older folk to understand and control his own instinctive tendencies." According to his training, therefore, he may develop into a selfish or an unselfish individual. See pages 68-70. Also see pages 173-178.

3. The seeming self-centeredness of children's behavior is attributable to the following factors: 1st, Children possess native instincts and tendencies to action which are self-preserved, self-protective, and self-regarding; 2nd, The child is naïve, open, and frank in his expression of his impulses

and desires; 3rd, The child is dependent upon the care of older folk; 4th, The child's relative lack of experience makes it harder for him than for older folk to realize in imagination and feeling the needs and desires of others. Explain more fully each of the above factors. Pages 175-177.

4. Children possess also, native instincts and tendencies to action which are unselfish and other-regarding. Give evidence of this statement.

NOTE.—"Children possess the self-regarding and the other-regarding impulses, then—the raw material which may be shaped into selfishness on the one hand or into unselfishness on the other." Page 178.

TRAINING CHILDREN IN UNSELFISHNESS

1. We shall train our children in unselfishness: 1st, By example; 2nd, By treating children as persons within the social group. (They have both their rights and duties); 3rd, By training them to understand the relation in which they live and the reason for mutual helpfulness; 4th, By giving them opportunities for co-operation, for giving, and for service as will appeal to the higher, more unselfish motives within them. Read this section of the text and discuss further. Pages 180-184.

SOCIAL SERVICE AND MISSIONARY EDUCATION IN THE CHURCH SCHOOL

1. What is the object of the church? Page 184. The curriculum of the church school must include not only instruction in the Bible, but also training in worship and service. Why? Page 184. How does the church school train children in the "doing for others?" Page 185.

2. What is included in the missionary education of children? Should the children decide upon whom they wish to help? How shall they obtain money for such a service? Should they, if possible, see the results of their service? Pages 185-186.

"FOR INVESTIGATION AND DISCUSSION."
See page 187.

"FOR REFERENCE AND FURTHER READING."
See page 187.

Study Program III

This is the last of a series of seven outlines based on

TRAINING THE TODDLER

BY ELIZABETH CLEVELAND

CHAPTER IX—DEVELOPING A TASTE FOR GOOD READING.

"Blessed is the family group that never wholly loses the happy habit of reading aloud, and sharing together the good things of literature."—*Luther Allan Weigle.*

"Could we give one gift to every child, we should choose the love of books."

—*William Frederick Bigelow.*

QUESTIONS

1. Give reasons why it is more important for the children of our day to learn to read than it was for those of former generations. Pages 138-139.

2. Discuss reading; first, as a practical tool; second, as a means of escape from the daily rounds of life and of entrance into the spiritual heritage of the race. Page 139.

3. Read in class the quotation from J. N. Larned. Pages 140-142. Discuss the value of "book knowledge," and the value of contact with men and things. Explain why both are needed in the complete life.

WHAT IS GOOD READING?

1. What is good reading? Those books are good which not only are preserved, but continue to be read in generation after generation; in other words, those which have stood the test of time. Page 142.

2. Among the books of today some of the marks of good literature are: first, that the book is true, either in the sense that it records actual facts or principles that belong to the structure of knowledge, or in the sense that it is true to life; second, that the book contains sound, accurate thinking, clearly expressed; third, that the book is a book of power; fourth, that the book exerts this power to worthy ends. Discuss and explain each of these tests. Pages 142-148.

READING IN THE SCHOOLS

1. Compare the old method of teaching reading with the new. Page 148.

NOTE.—If possible, have one of your teachers discuss with you the methods used today in teaching reading.

2. Why is the sentence method preferable to other methods? Pages 148-149.

3. How are new words best taught? Page 149. What is reading—to say what is upon the page or to get the thought-content of the page? Page 150.

4. In what ways are children of today encouraged to read? Pages 150-151.

READING IN THE HOME

1. Are reading habits of children determined more by the home or by the school? Pages 151-152.

2. When does the child's education in reading in the home begin? Page 152.

3. What is the disadvantage of baby talk used by the parent? Page 152.

4. What is the advantage of a regular story hour in the home? Do you have one? Relate some of your experiences in connection with your story hour. Why should children have books of their own even though they have access to a library?

5. Discuss the value of parents' talking over the child's reading with him. Obtain book lists for children's reading from your local librarian. As a study group compile your own book lists.

ADDITIONAL REFERENCES

Elements of Child Training, by R. J. Gale, Chapter VIII, *The Child and His Reading.*
Roads to Childhood, by Annie C. Moore.

"What Shall We Read to the Children?" by C. W. Hunt.

Stories and Storytelling in Moral and Religious Education, Edward P. St. John.

The Round Table

"Why join the State and National?" is a question often heard. It comes from the disassociated, detached groups seeking information, and sometimes from those in membership when they are failing to keep step with parent-teacher progress and forgetting the value of cross fertilization. A whole volume might be written on this subject but some of the main reasons are given here.—M. S. M.

Our Family Tree

BY MARTHA SPRAGUE MASON

"We all come together on common ground when we consider the good of the child."

ON A cold, icy morning several children were making their way up a hill which led to the schoolhouse. The path was wide but slippery, and one by one the children fell, picked themselves up and joined their waiting companions. It was slow progress. But finally one little girl had a bright idea. "Let's take hold of hands," she said. And together, hand in hand, they quickly reached the schoolhouse in safety.

This little story comes in direct answer to the oft-repeated question, "Why join the State and National"? For just what the children found—Courage, Safety, Ease, Quick Results and Economy—when they helped one another.

Courage

"A great deal of talent is lost in the world for want of a little courage."—Sydney Smith.

It is inspiring to have even a small share in a great national movement which is playing an important part in modern education. No local association can come into its own until it has experienced the exhilaration which comes from joining twenty thousand other similar associations in the child welfare drama of the twentieth century. The

stage is cleared. The curtain is up. Being a passive spectator is not half so interesting and energizing as being an active factor in putting on the play.

There is courage in the thought that if we unite with a million other parents and teachers in wanting and in working for good things for the children of our homes, our communities, our state and our nation, we are likely to get them. Without courage we can do little to set in motion a great wave of right thinking about children and their education. When great legions pledge themselves to a nation-wide campaign, there is no thought of going on alone, but always with others of stout heart and clear brain.

Safety

"There is no defence or security for any of us except in the highest intelligence and development of all."—Booker Washington.

The mortality curve on the local parent-teacher chart indicates that going alone—either in or out of membership—is unsafe. Several years ago eight associations were started in a large and prosperous town. The six which decided they would try it alone have faded away. The two in membership with the State and National are alive and husky. There is "safety in numbers" and in holding with others to an agreed body of principles which guide the purpose, the programs, the activities of the

association. Getting off the track would be a much commoner occurrence than it is at present if it were not for the steady, systematized experience of thousands of associations which, because of county and district meetings, State and National conventions and publications, are working out a clearer and clearer pattern of what a parent-teacher association can accomplish.

Safety from provincialism of thought and action is assured when contacts with broad State and National ideals are kept clearly in the foreground. And be it remembered that provincialism is not confined to the smaller towns. It is rampant everywhere. The association which cares little about the health of children outside of its own community needs to get into the Summer Round-Up to appreciate the good which will come to its own children—as well as to others—when all over the country people are working for children who shall be 100 per cent perfect when they enter school.

The danger of exclusiveness and special privilege—the “holier than thou” attitude—vanishes when an association grasps the useful fact that growth comes from giving as well as through getting; and the equally important principle that sowing precedes reaping. A woman went into a bank to open an account. When asked how much she wanted to deposit she said with some indignation, “Oh, I don’t want to make a deposit, I want to draw fifty dollars!” We are apt to forget our school-day physics—which taught us that “action and reaction are equal and opposite”—and its application to the parent-teacher association.

Ease

“Organization is the ability to bring all available knowledge and all available energy to bear upon a particular problem at the precise time when needed.”—Herbert Spencer.

The old pioneer Congress days are over—the days when the path was being made. Now the blazed trail has developed into

a road—rough in spots but still a road—with sign posts and arrows, and for the safe highway we thank three generations of consecrated, loyal leaders and followers. At present the local group may easily learn the best methods of forming and carrying on an association, and receive direction in studying and meeting its problems. Through State and National chairmen and co-operating organizations the Congress taps all the most important child welfare sources in the country. Even the humblest individual member may easily receive help through this carefully planned organization. A letter, a two cent stamp, and Uncle Sam and a chairman will do the rest. We need no longer be like the little mother who, after listening to a mass of advice given at a clinic to which she had taken her child, said with something of a gasp, “My, ain’t it awful what a job it is to bring up a young one and do it right!”

Quick Results

“The trouble with the school of experience is that by the time you graduate you are too old to go to work.”—Henry Ford.

Experience is a slow teacher. In these rapid transit times no one can afford to disregard the experience of others if he wishes to get quick results. He will use the organization and the information already at hand and waste no time “muddling through.” The Congress not only introduces its members to the best roads, but starts them moving in the direction to which the sign board points.

A city-bred man went to live in a rural town. He wanted to grow his own vegetables but he did not know how to go about it. “Where can I get the best information about preparing the soil, planting and cultivating?” was his first question. He was seeking central sources of reliable information open to the public. The answer came, “From the State Agricultural School and the United States Department of Agriculture.” Letters soon brought the accumulated information of years of experience in garden making. Those central stations are maintained—just as is the National

Congress of Parents and Teachers—to give the best information, at a minimum expenditure of time, money and effort, to the largest number of people.

Economy

"Real economy is twofold. It refuses to spend where to spend is to waste, and it refuses to save where to save is to incur a larger waste."

"But," says the detached, out-of-membership association, "we cannot AFFORD to belong to the State and National. It is too expensive. It means from ten to twenty-five cents a year per member." Here we have reached a real sticking point. Courage, safety, ease, quick results. All these are admitted. But can it be worth ten cents a year to form a nationwide combine to protect and educate children? Yet almost every family spends from ten to twenty-five cents a day for that which is either harmful or useless. Movies, candy, tobacco, cosmetics, fur coats and automobiles will stand at the top of the budget, and child welfare at the bottom, until we can get some clear thinking about real economy, and until we can sense the

needs of the future as vividly as our present desire for luxury and amusement.

It is not difficult for an association to raise funds for the new playground or the hot lunch or the scholarship when the local need is once appreciated. It is a harder task to show that the few cents a year necessary to keep the association in touch with the best methods of providing the playground and the hot lunch and the scholarship are spent in the interest of economy and to make possible a central information station which shall draw in and redistribute valuable information. Until very recently the United States was the only country to have a great national organization of parents and teachers. But in no country is the average citizen showing so much progress in studying and meeting the needs of children as in the United States. Isn't it worth while to support an organization which has stimulated much of this interest?

The parent-teacher association which is not a member of the State and National is like a man in the dark without a lantern. He knows where he is, but nobody else does. And he can't see ahead.

"On The Air" in This Issue

Hon. Herbert Hoover, Secretary of Commerce, is also President of the American Child Health Association and President of the Board of Better Homes in America.

Professor Ernest R. Groves, of the University of North Carolina, is author of "The Rural Mind and Social Welfare," "Social Problems and Education," "The Drifting Home," "Wholesome Childhood," "Social Problems and the Family." Gladys H. Groves is his wife.

Mrs. Cornelia J. Cannon is author of a recent book entitled "Red Rust." She is also a member of the State Board of the Massachusetts Congress of Parents and Teachers.

Miss Sarah Cleggorn is the author of "A Turnpike Lady," "The Spinster," "Portraits and Protests," and "Fellow Captain."

Miss Julia D. Connor is Administrative Assistant of Better Homes in America. She is also Associate Manager of the Rural Life Bureau of the National Congress of Parents and Teachers.

Marion Telford is the Field Secretary of the Education Division of the National Safety Council.

Mrs. Francis King, author of "The Little Garden," "Variety in the Little Garden," etc., is a member of the Advisory Council of Better Homes in America. She is a sister of Edward Yeomans.

Edward Yeomans, who is Director of The Valley School at Ojai, California, is author of "Shackled Youth."

Mrs. Ella Lyman Cabot is a member of the Massachusetts State Board of Education, and is a teacher of ethics and psychology. She is the author of "Ethics for Children," "Seven Ages of Childhood," "Volunteer Help to the Schools," and "Everyday Ethics."

Miss Harriet Goldstein, Head of the Art Section, Division of Home Economics, in the University of Minnesota, is co-author, with Miss Vetta Goldstein, of "Art in Every Day Life."

Margaret Kimball is the local Director of Girl Scouts in Northampton, Mass.

Mrs. Edward C. Mason is the First Vice-President of the National Congress of Parents and Teachers and an Associate Editor of CHILD WELFARE.

EDITORIAL

IN a periodic clean-up of slot machines from school neighborhoods a chief of police in a western city cried out in righteous anger, "These crooks ain't got no sense of morality. The idea of them roostin' right outside of the High Schools! Can't they get all the business they want out of the *grade* schools without comin' in where these boys 're likely to make a row when they get mad and get us in bad?"

Question: (a) Who's immoral? (b) Are gambling machines a Parent-Teacher concern?

Dr. Katharine Davis, in *Harper's Magazine*, tells of a survey made by her among unmarried college women as to their reasons for not marrying. Too many reasons are given to be cited here, but we view with alarm one which crops out in one form or another all through the article, and that is fear or dislike of married life through unhappy home conditions. The little child has heard bickering and sensed sadness in her father and mother and she has seen calm and pleasure in homes where there were no men, consequently she has learned to shrink from the thought of a man about the house.

Another reason is that inhibitions have been so forced upon the child through teachings of prudery, that her feeling of shame has become a settled habit of distaste and so she hates the thought of marriage.

These are by no means the most frequent reasons given for not marrying, but they are the ones that most vitally affect our position as home makers. The article is worth careful reading.

An English "exchange teacher" from London said the other day, in response to a request for comparisons between High Schools there and here as well as between school methods, "Well, the students in

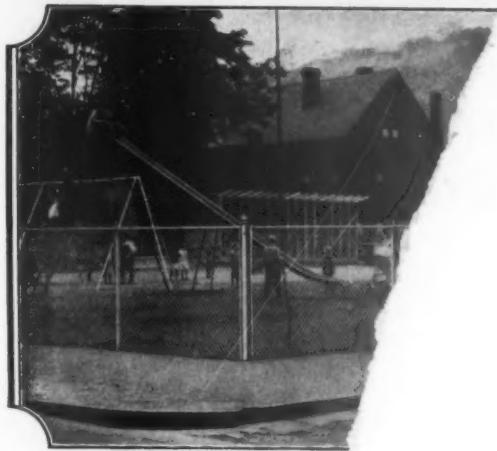
America seem much older and more sophisticated, but they seem not to wish to find out any more of a subject than is required to obtain certain marks. They seem to want, mostly, to get by with work in order to graduate. Then it seems to me that our system of examinations is better than yours; here every school examines its own pupils which we are not allowed to do. At a certain period our students all take the government board examinations before they can go on and they are all alike in standard. The pupil knows that he must master the subject thoroughly and be ready for questions on more points than he may have studied in any class."

What would our boys and girls say to that?

In a recent newspaper, a woman who signs herself "Ignorant," asks for a list of books on the origin of marriage customs, how they have worked out and their good or bad points. She adds, "Our own children know these things as a matter of course and make their own decisions from knowledge." In reply, Allen Sumner, of whom the request was made, gives an excellent list of books—pretty stiff reading—which we hope "Ignorant" and her group have studied. Everywhere one sees emphasized the crying need of study in order, if for no other reason, to keep up with our children. This doesn't mean hearing a lecture once a month, but actual and downright study.

Dr. John B. Morgan says that the most important thing to be taught a child is Love, because it involves all moral precepts. If he loves his playmates he will love fair play. If he loves his task he will be diligent; if he loves animals he will be kind to them; if he loves beauty he will devote himself to it. This is not like the old method of teaching him to hate everything not good, is it?

M. L. L.



A fence

You will find the free booklet, "Playgrounds—Their Planning, Construction and Operation," helpful. Mail the coupon on the next page.



Out Among the Branches



IN A ONE-ROOM SCHOOL

The Winslow School Parent-Teacher Association of West Falmouth, Maine, has a record of useful accomplishments, based on the number of members, that any association in the state will have difficulty in equaling. Organized in April, 1926, with less than thirty members and never more than that number, one would be surprised to learn how much can be done by united effort and co-operation.

With a school enrollment of only nine pupils under one teacher, one would at first discern a small field of activity. The first step was the acquisition of an old but usable piano, quite a novel treat for that particular school. Next was the building of a playground, and then the equipping of all doors and windows with screens. The most difficult undertaking was the installing of electric lights in the building. And last, a book case was built into the schoolroom as the beginning of the Grace Graham library, an everlasting tribute to Mrs. Graham who has taught over a period of thirty years.

The one outstanding achievement, in my estimation (and I hope the presidents of all other locals will read this), was the sending of delegates to the State Association meeting. The Winslow School Parent-Teacher Association was represented last year by five delegates and this year by six. We believe the life of the Locals depends upon the State Association as much as the life of the State Association is dependent upon the Locals.

M. T. STEVENS,
President of the Winslow School,
Parent-Teacher Association.

ADOLESCENCE IS DISCUSSED

In keeping with the spirit of the National and State Congress of Parents and Teachers, the Dillon (Montana) Parent-Teacher Association aims to be inspirational to parents and teachers, to stimulate increased interest in the study of childhood at various stages, and to offer practical suggestions on the guidance of children in the home and school.

At a recent meeting of this chapter the program centered around the adolescent child. This session, which was held in the high school auditorium, opened with beautiful selections rendered by the high school orchestra.

The report of the High School Committee on Welfare of Out-of-Town Students is an illustration of the practical nature of the child study encouraged. The purpose of this committee is to direct the activities of those high school students whose homes are in the country but who room in town in order to attend the Beaverhead County High School. The replies of these young people to a questionnaire sent out by this committee were both interesting and enlightening. They told how much leisure time

they have and how they spend it; how much time they have for study and the interruptions which occur; how much it costs them to live away from home (for board, room, other necessities, luxuries); what kind of work they do and where; what their living conditions are; how and where they spend their week-ends; how often they go home; whether or not they are responsible to some adult. This faculty committee will base its work with these students upon the results of their investigation.

The faculty Committee on Social Life in High School explained how the faculty, through this committee, guides many of the extra-curricular activities of the students, basing their procedures upon the interests and social attitudes of the youth of high school age.

THEY KNOW THEIR SCHOOL

"The new Glencoe (Illinois) public school auditorium, built by subscription and completed last June, not only provided a new and better meeting-place, but also furnished means for the Parent-Teacher Association and the school to work out a 'Know Your School' program for this year.

"It began with a 'Know Your Teacher' home-coming reception, held on Sunday evening, September 11th, to which all the members of the faculty of both the public school and the high school were invited by the Executive Committee. This was in the nature of a dedication for the assembly room, which is a large community room over the lobby, and the large lobby offered a delightful hall for the reception, a trio furnishing music.

"On Monday, October 17th, a 'Know Your Grade' program was held in every room by the teacher, in order to give the parent and teacher an opportunity to know each other early in the school year. The mother received in the mail a letter from her child asking her to come to school at 2.30 P. M. and occupy the child's seat. Each teacher was thus able to acquaint the mother with the new schedule and requirements for the new grade, to gain closer cooperation with the child in his daily school routine. At 3.30 P. M. the 'mothers' session was adjourned and the whole school assembled in the auditorium for the first regular parent-teacher meeting, at which the assistant superintendent spoke on 'Know Your School Government' and the superintendent gave a broad 'Know Your School' talk, giving specific school statistics, explaining how the school is financed, forecasting future needs of the plant, emphasizing present conditions and showing future growth. He stressed the fact that school not only prepares children for the next grade higher up, but trains them for character-building. The first can be accomplished by the school alone if necessary, but the second cannot be well done

unless the parents lay a good foundation and constantly help the child all along the way.

"On Monday, October 24th, in response to personal invitations written by the children to their fathers, the teachers held a 'Night School Session' at 7.30 P. M., for fathers only. Again the grade teacher was given a chance to know the parent. Although the teachers were rather timid about this class, it was generally agreed that the fathers were even more enthusiastic, more curious about how school was conducted, than were the mothers. The attendance was a bit larger. Requests were made for another meeting. At the assembly the same plan of 'Know Your School' was followed. Although the fathers enjoyed the evening thoroughly and no doubt will find a new bond of common interest with the children during this school year, yet the stimulation and sympathy given to the teachers by that roomful of strong, alert and active men may prove to be of lasting benefit to all of the teachers. It was like a draught of cool, invigorating air, a veritable tonic, which immediately brought a glow to the cheek and a sparkle to the eye. This effect was particularly registered on the countenances of the men members of the faculty.

"Later the Parent-Teacher Association will hold a joint parent evening, so that fathers and mothers can come together. If the teachers can be helped to understand the children better, if the parents show active interest in the school where their children spend so much of their time, there will result better educated children and more desirable surroundings for their school hours."

MEMBERSHIP IN OHIO

The Parent-Teacher Association of Grandview Heights, a suburban village having an exempted school district, located a few miles west of Columbus, Ohio, closed their year of 1926-7 with a membership of 750. Believing that this was not as many as should be enrolled from this community, the membership chairman submitted the chart and star system to the school superintendent, who was very enthusiastic about this method of increasing the membership. The charts that were used, were a combination of the idea advanced by a Colorado chairman, in an earlier issue of CHILD WELFARE, and developed still further to suit the needs of this association.

As the photograph on page 387 shows, the parent's name and address, and the name of the child are written on the blue printed chart with white ink, columns are provided for stars for mother, father and neighbor—the stars in use on this particular chart were, green, red and silver. A large silver star marked the teacher's membership, and this association is proud that their teachers have always belonged 100 per cent. A large gold star was affixed upon the room reaching its quota, which had been set by the school principal, and a Parent-Teacher member familiar with conditions in the village. The quota of each room was determined by the ability to join, of the families represented, one member from each family being required.

The membership fee, which in this association is thirty-five cents per capita, was brought to the teacher, and the child was allowed to

put the stars on the chart, the teacher giving the child a membership card, and keeping the name and address of all neighbors, becoming members. Naturally, brothers and sisters in various rooms wanted to put stars on their room charts, so that it was necessary for the teachers to establish a "check" system—when Johnny Jones joined for his mother in Miss Smith's room, and the fee was received there, an O. K. slip was sent to Miss Brown's room so that Mary Jones would be allowed to put a red star on her chart. By placing a check mark before the name, in the room receiving the fee, the matter of checking the number of members was simplified. It had been suggested that different colored stars might be used in this instance, but that would destroy the uniformity of the chart, so the above method was found more satisfactory.

To add to the interest of the drive, a number of prizes were offered to the rooms, as follows: First, second and third prizes for the rooms first reaching their quotas, and a prize for the room with the greatest number of members at the close of the drive.

The system of Room Mothers had long been desired by this association, and this was thought to be a good time to introduce the idea; with the help of the teachers, the president appointed a Room Mother in each of the forty-two rooms, who was asked to be responsible for the charts. The drive started on Tuesday morning, following a mass meeting of teachers, room mothers and the chairmen, held in the auditorium, at which time the plans were outlined and explained. At nine o'clock on Thursday morning the first room reached its quota, a second grade room with twenty-nine pupils enrolled, all mothers had become members, and 80 per cent of the fathers, with a goodly number of neighbors. This was a splendid achievement in two days. The following day, two rooms, a third and fourth grade room, tied for second honors, enrollment thirty-four and thirty-six respectively, making necessary an additional second prize. Later in the day the third prize was annexed by the sixth grade, four prizes having been won in three days of intensive campaigning, made possible by the efforts of pupils, teachers and room mothers. The room having the greatest number of stars at the end of the drive, 113, had an enrollment of thirty-six, and was also the winner of second prize on room quotas.

The charts remained in the rooms only ten days, the room mothers collecting the money from the teachers every second day, and turning it in to the membership chairman. At the end of ten days the room mothers made personal visits to all families not represented as members, but the work done by the pupils had been so fine that very few calls were necessary; and the campaign closed in three weeks' time, with a membership of 1,176 allowing Grandview to retain for the third consecutive year its title of Ohio's largest Parent-Teacher Association.

What the Grandview association has done, is possible for all Parent-Teacher associations. There are 700 school families in this district, with 1,208 enrolled, or 132 per cent of the school families—and 250 neighbors.

National Office Notes

BY FLORENCE V. WATKINS

The National Congress of Parents and Teachers is undertaking a new plan in addition to the Summer Course at Columbia this year. The usual course for students desiring credit for the work done will be given just as it has been during the past eight years, beginning July 9, 1928, and continuing through Saturday, July 28, 1928. In addition, a *Conference for Parent-Teacher Association Workers* will be held in Room 330, Macy, Teachers College, Columbia University, New York City, during the same period. At this Conference hour, problems concerning the local and state groups will be discussed and questions of interest to the members of the Conference considered. While not primarily a School of Instruction, it will have many of the features of Schools of Instruction and Institutes.

It is hoped that the various state branches will find many members who will be glad to spend three weeks in New York City to take this course. Not only will they have a chance to come to know so unusual a university as Columbia, but the afternoons may be spent in the wonderful Columbia or Teachers College library, or in sightseeing about Manhattan.

Any persons who are anticipating attending the Conferences are asked to send in, as early as possible, questions in which they are interested and statements of problems confronting them in their local or state work. Anyone unable to attend the Conferences for the entire three weeks, may take any part of the work which is desired. There will be no registration fee for the course, but a charge of 50 cents each will be made for the student sets of literature used during the course.

If you have some splendid manual training teachers who are willing to give a little extra time, or a father-carpenter, and mother-seamstress who love to show children how to make things; if you can get some cast-off articles, and give or lend some single tools, why not make handcraft equipment and articles for the recreation center. Bulletin No. 1812, of the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, tells how one did it.

Are you all ready for May Day and the beginning of the 1928 Summer Round-Up Campaign? Before you get all plans made, why not put five two-cent stamps into an envelope addressed to American Child Hygiene Association, 370 Seventh Avenue, New York City, and order a copy of "The Goal of May Day: A Year-Round Community Child Health Program." You will be charmed with the illustrations, enthused by the text, and will realize you never before received more for your money. Ask them to send you also a copy of "Make the Child's Bill of Rights a Working Platform in Every Community," for your state Bulletin. It is full of excellent material for starting May Day right!

Write to the Committee on World Friendship Among Children, Mrs. Jeannette W. Emrich, Secretary, 289 Fourth Avenue, New York City, and learn all about the new goodwill project between the children of the United States and the children of Mexico. Your sons and daughters might be greatly interested and you yourself find some enthusiasm for such an undertaking.

Mrs. Olsen of Jackson, Mich., writes:

"Our film work is something in the nature of an experiment. Our work began in a queer way. A certain attraction was coming to our city which did not meet with our approval. Some of our people thought we should take drastic measures, but a few of us decided to do some constructive work instead of destructive.

"We visited local theatre managers, explained the work the CHILD WELFARE MAGAZINE was doing and asked them to give us the titles of films listed for the next four weeks. Going over our lists, we checked off those on the approved list. We called their attention to these good ones. Our newspapers consented to publish these lists if the names of the theatres were not mentioned. So many parents have expressed to us their appreciation of this aid, for titles are often misleading.

"I believe the theatre managers are realizing more than ever before that the majority of people like good things and are willing to help them in making them profitable.

"One manager called our attention to the Brookhart Bill, so we sent for information on that. He said they were at present forced to take some things against their better judgment."

This comes from a city school. "The Bancroft Parent-Teacher Association held a meeting last Friday. About 200 mothers and teachers were present. This is the usual attendance at our school. I think the success of the circle depends largely upon the principal of the school. There has always been co-operation and helpfulness in the spirit of the Bancroft leaders. Some of the small meetings that have grown out of the large association are 'The Choral Club,' 'The Study Class,' 'The Pre-School Mother's Club.' The different committees work with the teachers, to help in school activities. A mother is always ready with her car to take children to the dental clinic twice a month. Cars are at the service of the school, whenever needed and requested, to carry groups of children with the teacher for a demonstration lesson, a special event, etc. The Parent-Teacher Association furnishes free milk for children who cannot pay, furnishes clothing and food for the needy ones in our district, and helps poor children in other districts, also. It is impossible for me to give a detailed account of all activities, but these activities include social, charitable, and educational work."

THE A-B-C CORNER

CHILD WELFARE MAGAZINE *Net Circulation Class Rankings as of FEBRUARY 29, 1928*

CLASS A

1. Michigan
2. California
3. Illinois
4. New York
5. Ohio
6. Texas
7. Missouri
8. Pennsylvania
9. Iowa
10. New Jersey
11. Colorado
12. Georgia
13. Washington

CLASS B

1. Kansas
2. North Carolina
3. Tennessee
4. Minnesota
5. Oklahoma
6. Florida
7. Mississippi
8. Indiana
9. Massachusetts
10. Nebraska
11. Wisconsin
12. Kentucky
13. North Dakota
14. Alabama
15. Oregon

CLASS C

1. Arkansas
2. District of Columbia
3. Rhode Island
4. Virginia
5. Arizona
6. Connecticut
7. Idaho
8. Vermont
9. South Dakota
10. New Mexico
11. Maryland
12. West Virginia
13. South Carolina
14. Louisiana
15. Montana
16. Hawaii
17. Wyoming
18. Utah
19. New Hampshire
20. Maine
21. Delaware
22. Nevada

WHY WE GROW

CHILD WELFARE MAGAZINE,

Kansas City, Kans.

DEAR FRIENDS:

Please find enclosed my check for \$11.20 to cover 14 more subscriptions for the Hawthorne School. If possible, have these subscriptions begin with the February number. Thank you. So glad my other list got in on the January issue. I think CHILD WELFARE is fast becoming appreciated. I have been a subscriber for 16 years and love it. Wishing you unbounded success,

MRS. S. H. REYNOLDS.

Grand Rapids, Mich.

DEAR SIRS:

Please find enclosed my check for a year's subscription to your very fine magazine. I have been a member of the Parent-Teacher organization since its beginning, have raised a family of children, have been a Camp Fire Girls' Executive Secretary, and am now working on promotion of better farm homes for the American Farm Bureau.

In all the literature that I read, I find nothing more helpful or constructive than your magazine. Even though I am a person of no importance whatsoever, please let me congratulate you.

Very truly yours,

MARION TEAL.

We all are anxious to know what others think of us and since we receive hundreds of letters like the above, we are going to publish several from time to time. We do not solicit such testimonials. We offer no inducement for publishing them, but we are sure you will enjoy reading them, if only to verify your own faith in CHILD WELFARE.

The states have been divided into three classes according to membership. Class A comprises all states having over 30,000 members; Class B—all states having between 10,000 and 30,000; Class C—states having less than 10,000 members. The three chairmen at the top of their class in net circulation as of March 31, 1928 will be awarded ONE HUNDRED DOLLARS each.

CHILD WELFARE—*The National Parent-Teacher Magazine*
5517 GERMANTOWN AVE., PHILADELPHIA, PA.